Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

Summer 1979 Volume 29, No. 3

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Canadian Home Economics Journal

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TOWARD 1984
CHEA CONFERENCE '79

July 3 - 6, 1979
St. John's Newfoundland

The 1979 CHEA Conference Committee is eagerly looking forward to meeting you in St. John's in July. The members have made every effort to plan a conference to meet your every expectation. Even the weatherman is promising hot weather. However, do bring a sweater for the cool evenings, a bathing suit for a swim in the beautiful Aquarena pool, slacks and sweater for the lobster boil and something dressy for the government banquet. A warm welcome awaits, no matter what the weather!

CHEA CONFERENCE COMMITTEE

Seated: Olga Anderson, secretary; Fran Innes, co-chairman; May Myers, treasurer; Chris MacDonald, exhibits.
Standing: Jill Whittaker, pre and post events; Jane Aucoin, registration; Mary Mackey, program;
Ann Hutcheson, co-chairman; Moira Bussey, NHEA president.
Missing: Pauline Collins, ways and means; Kathy Boles, arrangements and hospitality and Adele Snyder, publicity.

President's Message

This message is being written at that time of year when annual reports are compiled and when one's income and deductions are being added up for the benefit of the tax collector. All of this forces one to reflect on how good or disappointing a year it has been.

The annual reports of the association will outline the work of many home economists who volunteer their time to CHEA. I hope that all members will read the reports carefully. Why not follow up those concerns that interest you by writing to the committee, offering ideas, asking if you can help, or even giving a pat on the back?

We now look forward with excitement and anticipation to Conference '79 in St. John's. It will be a very special conference for several reasons. A 40th anniversary is cause for celebration; and for many Canadians, going to Newfoundland will be special, a first-time visit. We admire the courage and dedication of that very small group of CHEA members in Newfoundland who accepted the heavy responsibility of hosting the annual conference. It is a formidable task at anytime and especially so when numbers are few. Thank you, Fran Innes, Ann Hutcheson and committee. We know that it will be one of the friendliest, most interesting conferences of all time.

There will be decisions to be made at the annual meeting, so if you cannot be in St. John's for the conference, do send your proxy vote.

The Board welcomes Janice Shivers from Brescia College who has assumed the position of membership chairman and has immediately begun to work. We have asked Anne Kernaleguen to assume the responsibility of historian for the preparation of the 50th anniversary history of the association. She did a fine job in putting together the 40th anniversary supplement in the spring issue of the Journal.

The American Home Economics Association held a series of forums this year on the topic "Home Economics Defined" with study of a paper by that title by Marjorie Brown and Beatrice Paolucci. The Canadian Home Economics Association nominated participants. Those of us who attended found the discussions on "the mission of home economics" challenging and the opportunity to share the seminar with our American colleagues very stimulating. Defining our field and ourselves as professional persons is important and CHEA's Professional Development Committee and provincial registration committees are challenging us to some precise thinking and unhurried discussion on this topic.

Good wishes for the summer. I hope to see many of you in St. John's.

Elizabeth Teniak

— IN MEMORIUM —

Isabel MacArthur

Dr. Isabel MacArthur, O.C., a charter member of the Canadian Home Economics Association, died on December 24, 1979 after a lengthy illness. She had an active career in dietetics and education until forced by multiple sclerosis to retire in 1964. Since 1969, Dr. MacArthur had been confined to her bed in Deer Lodge Hospital, Winnipeg. Through the long years of her hospitalization, she maintained an active interest in professional and community concerns.

Isabel MacArthur graduated in home economics from the University of Manitoba in 1938, and completed dietetic internship at the Hospital for Sick Children, Toronto. She served as dietitian in Brandon and Winnipeg and during World War II was a Messing Officer with the RCAF in Canada and overseas. Following discharge from the service she did post-graduate study in institutional management at Columbia University, obtaining the degree of M.A. in 1948 and D.Ed. in 1952.

She joined the School of Home Economics at the University of Manitoba in 1948 and taught courses in Institutional Administration. From 1952 until 1957 she was Professor and Director of the School of Home Economics. During the period of her leadership of the School, curriculum changes were made, scholarships and bursaries added, and plans for new Home Management Apartments were developed.

From 1959 to 1964 she was dietitian-consultant with the Manitoba Hospital Services Plan. During this time, the first diet manual for the province of Manitoba was prepared.

Isabel MacArthur was a very active participant in professional and community activities. She was president of the Canadian Dietetic Association in 1952-53, president of the Manitoba Branch of the Canadian Association of Consumers, 1958-59. She was the recipient of honorary life memberships from both the Dietetic Association of Manitoba and the Manitoba Home Economics Association. Among the community organizations to which she gave devoted service were the Family Bureau of Greater Winnipeg, the Girl Guide Association, Middlechurch Home, Age and Opportunity Bureau, Logan Neighborhood House, Manitoba Women's Institute, the Junior League of Winnipeg and the Canadian Paraplegic Association.

After she became confined to a wheelchair, she worked to eliminate architectural barriers for the handicapped. In 1967, she launched a campaign to bring about changes in federal and provincial laws which would allow disabled and confined persons to vote by mail. She personally conducted a massive letter-writing campaign to cabinet ministers and legislators, (aided by her friends and acquaintances) and eventually municipal, provincial and federal laws were changed to permit handicapped people to vote by mail. She cast her first mail-in ballot in the City of Winnipeg elections in 1971.

(continued on page 144)

The Caring Teacher and The Learning Child

Guest Editor: Helen Aboud, CND
CHEA Education Committee Chairman
St. Francis Xavier University
Antigonish, N.S.

The year 1989 will mark the 10th anniversary of the International Year of the Child. Will the teenager and young adult be different as a result of the special attention received during the year 1979? What kind of society will they shape? As home economics educators, what contribution did we make, individually or collectively, to the growth and development of these individuals? Will we be able to respond to these questions in a positive, satisfying way, or will we uncaringly choose to borrow the words of the song refrain "Who will answer"?

As educators, what meaning does the Year of the Child have for us? As people partially responsible for the life of the learning child, what change will it make in our lives?

Teachers have learned to set objectives. In this special year have we set meaningful, attainable objectives for ourselves as educators, and for our students, as learning children? Have we focused our energies and resources on the best ways and means of doing it and on activities that will sustain interest and satisfaction all the way to our goals? Are we caring enough to be sincerely concerned about what the learning child learns? The definition of learning implies the basic developmental process by which an individual's behavior is changed by the environment. As home economics educators what are we doing to change the environment for the learning child?

Classrooms are busy places. Today's teachers are responsible for nurturing as well as educating children. A teacher's duties range from counsellor to policeman, from administrator to superintendent of recreation, from psychiatrist for the child, to paratherapist for its parents. The teacher must be a paragon of virtue and a model of all that is appropriate and acceptable. The teacher must be an observer, a recorder, and an evaluator of the child's behavior. The number of roles the teacher has and the number of individual differences among learning children may cause some problems. The teacher learns to minimize problems by setting up a good balancing act between a distinctive style of teaching and the distinctive style of learning of each child in the classroom. The learning child must be provided with the opportunity to express his/her individuality. The experienced teacher knows, and the inexperienced teacher soon learns, that a classroom filled with creative individuals can be a classroom filled with chaos and confusion, but the teacher-manager-disciplinarian knows that a learning child must be a disciplined child. The classroom must be managed so that the teaching process and the learning process are compatible. Perhaps we could ask ourselves a few thought provoking questions. Are we sometimes too busy responding to the child that we do not take the time to think about what we are doing or what he/she is doing? Do we concentrate more on the "right" answer, rather than on trying to find out what is behind it? Are we more concerned with what is taught than about what is learned? Is the child learning or merely marking time to the beat of the teacher-drummer?

Learning cannot take place in a vacuum or in isolation. Learning takes concerted effort on the part of the caring teacher and the learning child. The child needs to learn and the teacher needs to care enough to create a learning environment. As educators, it must be remembered that the school years are for the learning child a time for forming attitudes and behaviors that will enable him/her to live a full and satisfying life, to reach intellectual, spiritual, physical, and social potential. As people who care, we have a gigantic responsibility to help the learning child along the path of life.

The home economics educator can make a great contribution to the development of the learning child. Experienced teachers must be open to new ideas. Inexperienced teachers must not ignore the gains of the past as they work to fill the needs of the future. A teacher's influence is not measurable. Therefore, one may not be aware of his/her effectiveness in the classroom. In this time of teacher cutbacks, and declining enrolments, teachers may feel pressured into proving their worth which could have a variation of repercussions. On the positive side, a better planned curriculum, more classroom interaction, and more valid monitoring of the learning child's progress could result. On the negative side, having to prove one's valuableness, could take its toll on one's mental and physical health. The progress of the learning child may be one indicator a teacher may have of his/her effectiveness in the classroom. Another indicator is the personal conviction that only the caring teacher can be effective; only the caring teacher can be truly committed to the learning child.

What do we want the learning child of 1979 to be, to become? What kind of person do we want to people our world? The answer to both questions should be quite similar. Whatever our answer, we as home economics educators should accept the challenges of the International Year of the Child. We should put all our energies into being the truly caring teachers we want to be, for the learning child who wants to become as Lewis Carroll expressed it in *Through the Looking Glass* . . . . it takes all the running you can do to stay in the same place.

Photo Courtesy of The National Film Board of Canada

Who is the happy Warrior? Who is he
That every man in arms should wish to be?
It is the generous spirit, who, when brought
Among the tasks of real life, hath wrought
Upon the plan that pleased his childish thought:
Whose high endeavours are an inward light
That makes the path before him always bright:
Who, with a natural instinct to discern
What knowledge can perform, is diligent to learn.

William Wordsworth

Staging Change For Children: A Script For Individual Action

Susan Therrien, Ph.D.
Department of Elementary Education
University of Alberta
Edmonton, Alberta

ABSTRACT

During the International Year of the Child, countries are being encouraged to examine the well-being of their children and to instigate action which will lead to lasting improvement in the lives of children. This article is an attempt to demonstrate some ways in which action might be taken in Canada on behalf of Canadian children. The basic point of view taken throughout the article is that, though legislative action is desirable, real change to improve the quality of life for children can only come about through individual action.

ABSTRAIRE

Pendant l'Année Internationale de l'Enfant, les pays sont encouragés à examiner le bien être de leurs enfants et d'instiguer l'action nécessaire pour l'amélioration permanente de leurs vies. Cet article démontre quelques moyens par lesquels des efforts peuvent être entrepris de la part des enfants canadiens. Le point de vue pris dans cet article est que, malgré que l'action législative soit désirable, le vrai changement pour améliorer la qualité de vie pour l'enfant ne peut être réalisé que par des efforts individuels.

On December 21, 1976, the United Nations declared that 1979 would be celebrated as the International Year of the Child (IYC). Faced with only two years of preparation time, governments around the world began to examine ways in which the goals stated in the United Nations Declaration might be met. Not until well into 1978 did the Government of Canada declare its intention to strike a Canadian Commission for IYC. Until that time, the United Nations Declaration went relatively unnoticed by Canadians.

We are now well into 1979, and large scale unified action on behalf of children has not, nor is it likely to come about. There seem to be two kinds of IYC activities being launched in Canada. The first is related to legislative action. Groups, here and there, have begun to take action which could lead to improved legislation in such areas as child abuse and children in court action. Activities in this area appear to be isolated and small in scale.

The second kind of activity seems to be related to celebrating the joys of childhood. These activities by far outnumber those in the first group and include such things as fairs and parades, joyous events which remind people of the happiness that children bring into our lives.

There is no doubt that legislative change is needed and can lead to an improved quality of life for some children. In addition, celebration activities can induce a heightened awareness of children for short periods of time. However, I believe that neither large scale legislative change nor sporadic celebration activities will produce lasting improvements in the quality of life for the majority of Canadian children.

Setting the Stage: Beliefs About Canadian Children

Certainly we differ, one from another, in the beliefs we hold about children. However, there seem to be some generally held beliefs about Canadian children which are pervasive and which, potentially, mediate against positive action on behalf of children. These beliefs form the backdrop against which so much of the dramatic action of childhood takes place.

The "Kids-have-it-too-soft" Belief

Though most Canadians acknowledge that some children suffer abuse at the hands of adults, the Canadian consensus seems to be that the majority of our children have life "too soft", that we are too "child-centered", and that we have bent over too far in our attempt to ensure "the good life" for our children. Such a belief is the foundation of complacence and inattention to the many ways in which our efforts have not achieved the good life for children.

The "Kids-are-just-like-adults-only-smaller" Belief

Few adults would agree that they believe children are simply small adults. Yet, so many things that adults do imply that this belief is held quite strongly. Our society is "adult sized" and organized around adult needs. Even those things we organize for children (such as schools) are frequently more comfortable places for adults than for children. Our inability to view life from the child's perspective leads us to construct a "land of giants" in which we expect our children to thrive. One has only to consider such things as the organization of "mini-mite" hockey programs to find an illustrative example.

Courtesy of AV Media, Faculty of Education, U of A

The "It's-the-parents'-responsibility" Belief

Perhaps the most pervasive belief about Canadian children is that their well-being is not the responsibility of each of us but is rather the responsibility of the parents. We not only expect parents to take sole responsibility for the well-being of their children but, also when children do not conform to our adult expectations, we blame the parents. How frequently have you heard a parent being blamed for the tantrum her child throws in the shopping center mall? I have yet to hear the designer being blamed for planning a mall which induces tantrum behavior; or a manager being blamed for placing tantalizing items in a child's reach; or the "passers-by" being blamed for not lending a hand to a mother in need of assistance.

In summary, action which could lead to improving the quality of children's lives in Canada is not likely to occur because of a widespread belief among Canadian adults, that no improvement is necessary; and even if it were necessary, it is not ours but the parents' responsibility. And thus we have washed our hands of the issue.

The Drama: Life Among the Giants

Scene One: A Shoe Store

Joanna had been thrilled with the prospect of buying her first pair of shoes by herself. Oh, yes, she had bought shoes before — or rather, she had been with her mother who selected and bought the shoes for her. But this time, this time . . . .

As she sat and waited, Joanna fingered the twenty dollar bill which was deep in her pocket. "Be sure to try them on properly! And don't buy white!" Her mother's words tumbled through her memory. "Mother! I'm twelve years old. I'm not a baby!" Mother just didn't understand.

A frown appeared on Joanna's face. Why didn't the clerk stop? She had done everything right — selected three kinds of runners, sat down in the chair, and waited her turn. But the clerks bustled by taking no notice. Joanna tried unsuccessfully to attract a clerk's attention. This was not the way things were supposed to happen. She waited.

Tears began to push past Joanna's eyelids and roll down her cheeks. This was not the way things were supposed to happen!

Scene Two: The Airplane

It seemed to Violet that Billy had not been still for one minute since they had climbed on the plane. She checked her watch. Had it only been 45 minutes? It seemed like 45 hours! "Pee, mommy" Billy repeated insistently. They struggled out of the seats and lurched down the aisle toward the three washrooms located in the tail section. Billy clearly did not understand the delay as they waited in the line up. Unable to contain his need any longer, Billy wet his pants and began to cry, in discomfort and indignation. Going back to the seat, collecting the clean overalls, and returning to the bathroom had taken only a few minutes but Billy had cried the whole time. Changing him had been difficult in the cramped spaces but the task was finally accomplished and they pushed into their seats again. While Billy was temporarily distracted by the story book which had slipped between the seats, Violet checked her watch. Still 3 hours to go. Maybe she should have listened to the doctor when he so insistently suggested that Billy be given a strong tranquillizer before the flight.

Scene Three: The Waiting Room

It was really no different from any other waiting room — ten or fifteen chairs, two coffee tables covered with back issues of *Maclean's* magazine, seven or eight people waiting silently. The twins had been able to climb onto two empty chairs and remain quiet for the first 15 minutes but Carl expected they would soon begin to show signs of restlessness. He wished he had remembered to bring their

crayons and paper. But there really wasn't room for them to spread out anyway. Janna had begun to fidget. She stood up on the chair and peered out the window at the passing traffic. The nurse appeared at Carl's side and firmly suggested that Janna not stand on the furniture. Malcome was still quiet, intently observing the lady beside whom he was seated. Suddenly he burst out "My name's Malcome." The lady's eyes brushed over him and returned to her magazine. In the silence Malcome's small voice seemed to boom. "What's your name?" he tried again. Carl could feel the chill of the woman's reaction. He reached for Malcome and drew him onto his lap directing his attention to the pictures in the *Maclean's*. As he tried to interest Malcome in the funny man in the picture, he silently prayed that the doctor would not be much longer.

Scene Four: Schools

Jimmy was puzzled. He really had tried — tried very hard. Why was Miss Johnson angry with him again? "This is just as messy as the first time you did it! I'm afraid you'll just have to stay here until it's done properly." Jimmy sighed. He knew that he would be getting home late again and would have to tell his mother that he had to stay again to redo his work. It wasn't that he didn't know the answers. He just couldn't seem to print the way the teacher thought he should. No matter how hard he tried, it never seemed to turn out right. Anger and embarrassment flushed his face as he heard Martin snicker behind him. The teacher had passed her attentions to the other side of the class and she didn't see Jimmy as he shreaded his worksheet into small, violent bits.

The Plot Thickens

So many more scenes can be constructed which illustrate the frustrations of children and their parents trying to cope with the adult-centered world in which they live.

Scene Five:

The shopping center which has only one set of washrooms with only full sized toilets.

Scene Six:

Buses which pull away from stops sending children lurching because they cannot reach a hand-hold.

Scene Seven:

Hospitals which operate their pediatric units on adult schedules with personnel who believe that a child's parents only get in the way.

Scene Eight:

Buildings with all the windows and interesting pictures placed at adult eye-level.

Scene Nine:

Playgrounds designed to please the adults idea of beauty rather than the child's need to "mess about".

Scene Ten:

Apartment blocks and restaurants with signs reading "No Dogs or Children Allowed".

Scene Eleven:

Television commercials that are carefully constructed to prey on the child's belief that what he sees is real.

Courtesy of AV Media, Faculty of Education, U of A

Scene Twelve:

Crosswalk lights which change too rapidly for short legs to accomplish the crossing.

These situations do not represent rare occurrences. A child's day is filled with such scenes. As adults, we speak out on our own behalf if such violations occur to us, but even when the children cry out in protest, they are seldom heard and we continue to subject them to the very insensitivities which we ourselves, would not tolerate.

An anecdote told to me recently illustrates my point:

A woman walking through a crowded shopping center had been admiring the blond curls on the youngster walking just ahead of her. She could not resist the temptation to reach out and ruffle those curls. No sooner had she touched the boy, than a gruff, masculine voice said "Hey lady, get your hands off me." The child was not a child at all but a thirty-five year old midget who sported a full beard. The lady apologized, embarrassed by her mistake. I suspect that, if the gentleman had indeed been a child and had responded in the same way, the lady would not have apologized, and would likely have been angry rather than embarrassed.

Rewriting the Play

Sensitivity to children cannot be legislated. Even children's rights legislation will only protect children from gross injustices. How can change come about for children? What can be done to heighten the sensitivity to children and to achieve daily living in which children are treated with respect and dignity?

The First Act

Watching children and listening to what they are telling us is the first step toward understanding what kinds of changes are needed. We are often unaware of the children around us: in elevators, on buses, in the yard next door. Observing the children around us every day will teach us what changes are needed, provided we begin to see the world as they see it.

The Second Act

Sensitizing other adults is much harder. Individual action is a good starting point. Have you observed a child being ignored by the clerks in a store? Intervene on the child's behalf and then speak privately to the manager about how the clerks could be shown ways to behave more sensitively to children. Then write to the Chamber of Commerce to precipitate wider action. Do you see a parent trying to cope with two tired youngsters in a train station? Offer to tell the children a story while you are all waiting. Relieve the mother for a while. Then write to the train station management suggesting ways in which children could be made more comfortable while they wait. (Send a copy of your letter to the local newspaper.) Do you see a child unable to reach the coin slot and dial on a pay telephone? Ask if you can be of assistance. Follow up with a contact to the phone company and make specific suggestions about the locations of their pay phones.

Then prepare yourselves for some frustration. Changing adult sensitivities to children is a difficult task. Individual action on your part may be only partly successful, and you may need to make moves toward group action. It may require a group of people to apply sufficient pressure on airline companies, or shopping centers or bus systems to make more adequate provisions for children.

Fortunately, many of the needed changes can come about without large expenditures. The costs are primarily in time and effort on the part of the individuals and groups who are convinced that action is required.

The Final Curtain

To live in a world surrounded by people who, in small ways, continually suggest that you are somehow a lesser being simply because you are black, or disabled, or elderly, or female, or a child produces a pain which is not easily erased. Black, the elderly, the disabled, the women — all are able to shout about violations and be heard. But children are often unable to speak up on their own behalf, to organize into pressure groups which are eventually heard. Often we must act as their voice and convince others to listen.

Legislation can be improved to protect children against gross violations of their human rights. But I am convinced that only changes in our day to day living with children will produce lasting effects enabling all children to lead healthy lives as members of society.

I am very much afraid that the curtain will fall on 1979, ending a celebration which has left no lasting mark, and which has made no difference to our children who will be unaware that the International Year of the Child has ever occurred.•

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International Year of the Child 1979
L'Année internationale de l'enfant 1979

The Child's Need For Education *

ABSTRACT

Any examination of the status of children as citizens in our society must pay serious attention to the education they receive. The quality of the educational experiences which Canadian society provides for children is a reflection of the values, attitudes and beliefs of that society. We believe that our educational system should be judged by the degree to which its students can enjoy equality of opportunity and experience success while in the system and find meaningful employment when they emerge from it. It is from this perspective that we will discuss the formal educational system and look at a number of factors outside school which have a significant impact on the educational experiences of children.

ABSTRAIRE

Tout examen du statut des enfants en tant que citoyen de notre société doit considérer très sérieusement l'éducation qu'ils reçoivent. La qualité des expériences éducatives offertes par la société canadienne aux enfants reflète les valeurs, les attitudes et les croyances de cette société. Nous croyons que notre système d'éducation doit se juger par le degré auquel ses étudiants bénéficient d'occasions égales, connaissent la réussite à l'intérieur du système, et obtiennent un emploi valable quand ils en sortent. C'est de ce point de vue que nous allons discuter le système formel d'éducation et considérer un certain nombre de facteurs extérieurs à l'école qui ont un effet important sur les expériences éducatives des enfants.

The intent of the report of the task force of the Canadian Council on Children and Youth is to comment on our social policy and our attitudes toward our children as they are reflected in Canadian law. The Task Force does not attempt to describe all needs of children nor make recommendations as to the means of providing these needs. The report is intended as a "source book" to stimulate individuals and groups to examine the whole question of children's rights as citizens in this country. The hope of the Task Force is to serve as an advocate for children.

A future goal of society may well be a "codification" of children's rights. A more immediate goal should be the revision of social policy and legislation to "state positive minimum standards of care". Present laws are written negatively. They make statements about what is not acceptable — for example, they define neglect in terms of what the parent is not doing for the child.

There are two basic assumptions presented: the child needs continuous and loving care; and the family is, generally, the most satisfactory agency to provide this care. The family should receive continuous support from society if we believe in the right of children to decent care. Traditionally, rights are linked with obligations. Sanctions can be imposed on those who do not fulfill their obligations and sanctions, their rights are expressed indirectly through family, schools, courts, welfare agencies and other institutions. These intermediaries can be held accountable.

The report focuses on four basic areas of accountability: (1) economic support, (2) health care, (3) protection, (4) education. Present societal attitudes, as expressed by our law, treat children as either personal property of the parents or the state, or conversely, as adults in miniature. A profound change of attitude is needed to erase "society's persistant refusal to view children as individual citizens".

> "Future Directions" of the report state that we have identified certain issues that require urgent attention such as in the economy, in health care, in protection, in the legal context and in education. Nevertheless in education there is the need for a national policy of education setting our consensual minimum standards aimed at eradicating the existing inequities in the education system whether they be due to income and class bias, sexism, racism, or regional disparities; and the need to ensure an appropriate education for all children regardless of any handicapped condition.

The chapter on education addresses these issues in depth.

> The fundamental goal for our children is expressed in these words, "The family and education situations of children should be used as mechanisms to ensure their growth as individuals, progressively better able to make their own decisions and to take responsibility for their own lives."

* "Drawn from Chapter 5 of the report, *Admittance Restricted: The Child as Citizen in Canada*. Published by the Canadian Council on Children and Youth, 323 Chapel Street, Ottawa, K1N 7Z2. By Permission." Condensed by Nadine Vestor, MEd, Division of Home Economics and 4-H, Alberta Agriculture.

An education system should be judged on whether the child is provided with equality of opportunity and a chance for success while within the system coupled with the opportunity for meaningful employment after emergence from the system. The report discusses the system from this perspective as well as looking at some outside influences which also have an impact on children's educational experiences.

Historical Background

The British North America Act gave the provinces jurisdiction over the policy making, design, and operation of our educational systems. Although a need for national consensus is felt, the potential of reaching it seems to be growing more remote. Provincial priorities do not always fit with the federal responsibility for "language equality and equal access to basic services".

While the report clearly denounces any move away from national consensus, it refrains from commenting on provincial demands.

The debate that has been raging in this country since we have had free and compulsory education seems to focus more on the "form that education takes rather than its function". Generally, there is agreement that children should have equal opportunity (in fact, they are perceived as having equality of opportunity) despite ethnic origin, economic resources, class, social background, race, or gender.

> "While opinions vary about the actual opportunities which school offers children, there appears to be little disagreement about what the goals of education should be. However they may be articulated, these goals, in a society like ours, are usually tied closely to the child's right to an education that leads to self-reliance, self-discipline and self-realization as a useful participating member of a democratic society".

Schooling: The Present Situation

Egertson Ryerson is reputed to have founded the public school system in Canada. He did not regard education as a right of rich and poor alike. He saw education as a means to fit the poor into an industrial society, to decrease the risks of epidemics, unemployment, and social disorder. The Task Force is of the opinion that education fulfills Ryerson's goal very well.

A number of studies have shown a direct link between the socio-economic class of the parents and the programme placement of the children in the schools.

Parents from the unskilled laborer class tend to have children in opportunity classes. Enrolment in post-secondary training is higher from higher socio-economic levels and is also higher for males.

Proportionately twice as many 15 to 24 year olds are unemployed as any other age group. The report states "schools legitimate and perpetuate the existing social order" and do not facilitate the upward mobility of the population as they are believed to do.

Related Issues

- **Streaming**

Streaming, the grouping of children into instructional classes because of their perceived ability and interests, still is used, and still is being based on the results of standardized tests which are subject to a number of biasing influences. These tests should be used with great caution and probably only to measure an individual against one skill standard. The figures from studies linking socio-economic status with special programs are worth repeating. In vocational secondary schools, the laborer's child has 18 times the chance of being there as does the child of the accountant; the unemployed person's child has 44.2 times the chance; and that of the welfare family's child is 57.2. The inner-city child has odds of 25 to one in favor of being placed in a "slow learners" program of seven years compared to the child from the suburbs. Counselling services do provide career education but, the report argues, these services try at least as vigorously to fit children into the existing system as they do aid in attempts to make the system more closely fit the children.

Courtesy of AV Media, Faculty of Education, U of A

- **Curriculum**

The formal curriculum is made up of a number of subjects which are seen to be necessary skills for all children. This is particularly true for the elementary grades. Secondary pupils are given a much wider range of options from which to choose. The core subjects are expanded or contracted in response to criticism or fiscal need. Students are given almost no part in any of the decisions made about their core subjects; adult needs, economic factors, political expedience, unemployment, and inflation all have their impact.

Cost sharing does not give the federal government an opportunity to formulate a national policy as resource allocation does not encompass any prior agreement about use. Regional and provincial disparities exist, and so, indeed, do district disparities within a province due to the local autonomy of school boards.

The use of American and British materials, coupled with the scarcity of Canadian-produced materials, is a concern of all who think that school is a place for our citizens to acquire a Canadian identity. Furthermore, the report also expresses the need for the eradication of class, sexist and racist stereotypes in curriculum material. The curriculum needs to be developed in line with the realities of the children's families, homes, neighborhoods, paying attention to the

individual experiences of children so that the curriculum is seen to have relevance to the students' every day lives. At present, the student who concludes that school is of little relevance has no alternatives offered him.

Neighborhood committees of parents, children, teachers and other community members are demanding a voice in the curriculum in some areas. However, this is not widespread at present. Students still have very limited input in any meaningful way.

- **The Informal Curriculum**

This has been defined as that part of the system which determines how the child is treated in school. Our system is based on an industrial model of power and authority; here the children "learn informally how the system works", most learn how to survive it, some rebel and others play the system and win. Studies have shown that character traits such as perseverance, dependability, consistency and punctuality are better rewarded in the schools than are independence, creativity and imagination.

The report notes that corporal punishment is still permitted. It recommends that this policy be discontinued immediately, while recognizing the teachers' needs to have the authority and support to enable them to carry out their functions effectively.

- **Children with Special Needs**

The *Commission on Emotional and Learning Disorders in Children* conducted the most extensive study to date on special needs of children in the school system. This report has been used by many groups as a lever to try to convince all levels of government to expand services in this area. Governments have refrained from making statements in their legislation about obligation to provide services for these children thus making it difficult for groups to identify violation of rights. Saskatchewan has gone on record with mandatory legislation, all other provinces speak in terms of enabling legislation; this makes it difficult for parents to have access to legal recourse. Even mandatory legislation is no guarantee of service if funding does not match the need.

The Limitations of Current Approaches to Schooling

Our present educational system is inextricably linked with all the other institutions that make up society; moreover, a reform of the school system, on egalitarian bases, would bring it into direct conflict with the rest of society. At present schools actively reproduce the lack of equality in all aspects of society.

School appears to involve the children in a vicious circle. Those whose background is deficient start out behind and remain behind, partly as a result of the expectations of the personnel in the system that these children will not do so well. Headstart programs are effective only if they continue for at least three years into formal schooling and involve the parents throughout. Teacher training, pay and other resources are concentrated in the secondary level while the greatest need is in the primary level if inequities are to be erased. Several studies contend that school performance is a product of attitudes the children bring from their homes.

"Differences" need to be appreciated not negatively labelled. The teachers need to have an understanding of other cultures to enable them to accurately interpret a child's behavior. This understanding is also an essential ingredient to introduce into the school system to enrich our understanding of ourselves and others and to eradicate racism. On the subject of language, the Task Force goes on record endorsing bilingualism as a right for all children; all children should leave school with a working knowledge of both Canada's official languages.

Schools, it is universally accepted, socialize the young, equip them with saleable skills and keep them from the labor force under a certain age, thus lowering unemployment figures. With the 1960's came the emphasis on self development which was supposed to produce emotionally healthy children able to cope with a changing society. The net result, actually, was that expectations were raised but the people did not learn the skills needed to meet their expectations. Either approach, socialization or emphasis on self, leaves the system unchanged and adjusts the people to fit. The report recognizes the need for a change in the structure of the system; our prejudices about occupation must fade and all forms of "useful activity" must be valued.

Learning Experiences: A Broader Perspective

School is only one aspect of a child's educational experience, that aspect which provides specific knowledge and training. School should be integrated with the whole experience of family, peers, neighbors, church, the media and recreation.

For a long time, play experiences have been known to have a critical place in a child's development. One undesirable change in our lives is the decrease of open space in the cities and the increase in organization of recreational activities. Children are having to join teams in order to play games. When winning is in question the less talented spend more time watching than they would have if play were spontaneous and unstructured; some speculate that this is having a detrimental effect on physical fitness. The increase in "lessons" may be providing an undesirable amount of organization in a child's life when leisure time would enhance discovery. Expensive lessons needing expensive equipment may reinforce class difference and may well be decreasing the opportunities, so important to children, simply to be part of the gang.

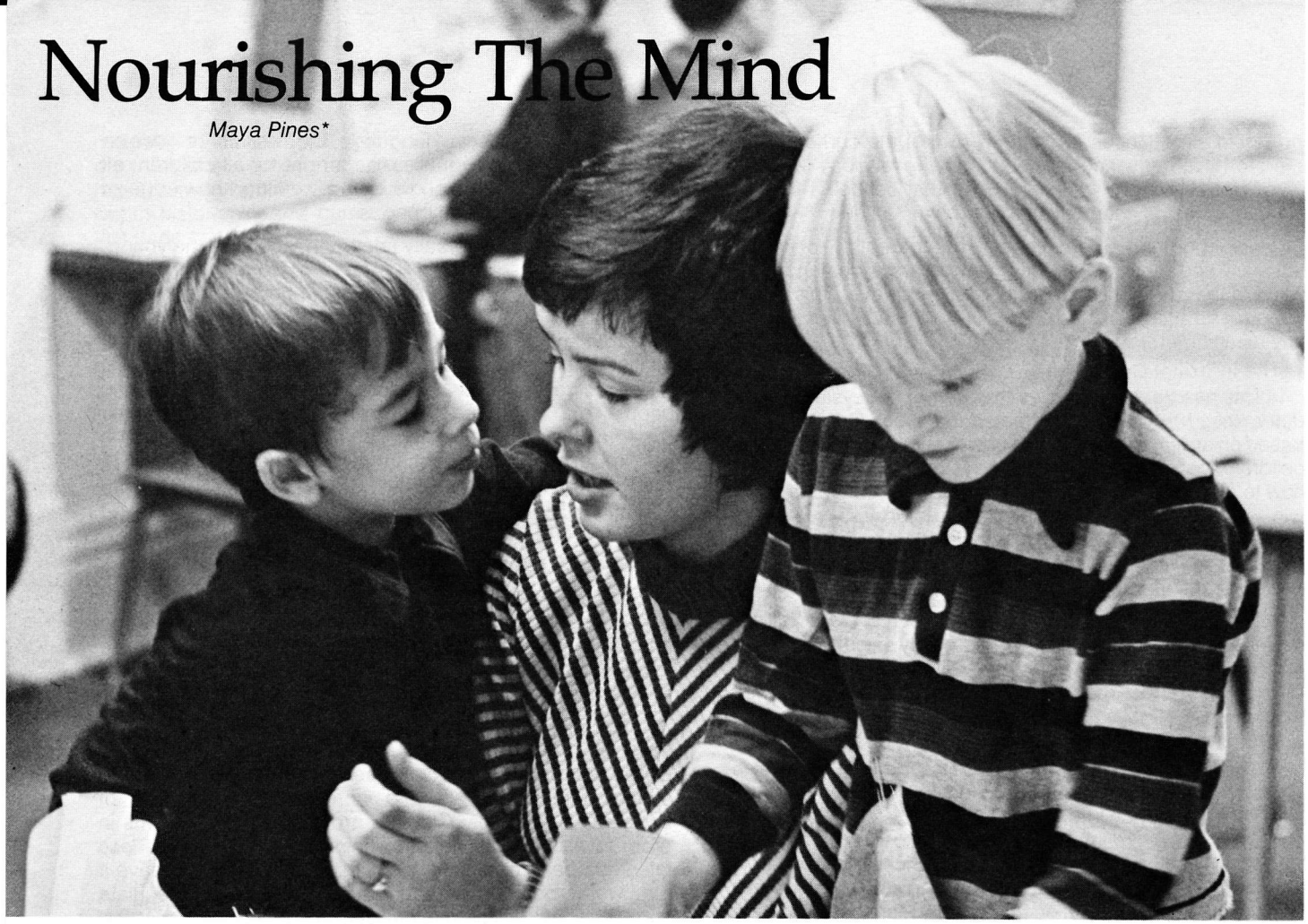
Watching long hours of television is also a factor in the decreasing level of physical fitness of Canadian children. Television has an impact on what children learn though there is still considerable disagreement about the nature of the impact. The Report cautions particularly about the poor intellectual quality and lack of Canadian content of the programming. We are not taking advantage of the tremendous potential for learning that television can provide.

> In summary, "Canada has one of the most comprehensive systems of free public education in the world. We do not deny the enormous efforts that have been made to provide for the education of Canadian children. Notwithstanding, we believe that to the extent that it exploits children by perpetuating false attitudes which hinder their ultimate life chances; to the extent that it reflects and reinforces the regional and social inequalities in our society; to the extent that it denies equal access to children with special needs, the educational system denies the basic human rights of the children who are its clients".

It is impossible to reform the educational system without changing all the other institutions that impinge upon it. Any change must also involve a national policy and must be expressed in written legislation.•

Nourishing The Mind

*Maya Pines**



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How much can parents influence their children's intellectual development?

Enormously, it turns out, and in exceedingly specific ways. The evidence is now overwhelming that, within certain broad limits set by heredity, parents hold the key to their children's intelligence. How they talk to their offspring, what toys they choose and how they organize their children's lives make a world of difference, especially during the very first years.

Intelligence develops naturally — but only in the proper environment can it develop fully. Everything we take for granted in babies' development, including their ability to sit up and walk, depends to a large extent on their environment. When the psychologist Wayne Dennis visited an orphanage in Teheran in 1959, he found that two-thirds of the well-fed but otherwise neglected two-year-olds could not yet sit up alone. More shocking yet, 80 per cent of the four-year-olds could not walk. Later another psychologist, J. McV. Hunt of the University of Illinois, ran a series of experiments in the same orphanage. With one group of infants, the only change he made was to increase the number of caretakers: Instead of one woman taking care of ten babies, she had only three.

This made a tremendous difference, for as she had time to hold the infants and carry them about, their behavior changed. They sat up, then stood up at the "normal" age, and by the time they were nine months old they were actually cruising about their cribs.

Years ago, it was believed that every person's I.Q. is fixed at birth. After many studies of child development in recent decades, however, psychologists have concluded that the way in which children are raised accounts for at least 20 points of their I.Q. This could mean the difference between a productive life in society with a near-average I.Q. (95, for instance) and life in an institution for the mentally retarded (with an I.Q. of 75). It could mean the difference between a professional career and an occupation at the semi-skilled or unskilled level.

Since children's brains grow most rapidly and are most malleable before the age of six, before they even enter school, *parents* are by far the most important teachers a child will ever have.

Though parents usually don't realize it, many of the things they do instinctively have a specific value in nurturing their children's intellectual growth. When mothers coo and cluck at their babies, for instance, the "goo-goo's" with which they imitate the babies' gurgling sounds play a vital role in starting language development. "The idea is to get vocal games established," explains Professor Hunt. Without such games, the baby will have no incentive to imitate the sounds of his native language, which he obviously must know before he can learn to speak.

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Instinct will go only so far, however. In order to make the most of a child's intelligence, one needs to understand something about "where it's at," intellectually, at any particular time. One needs to take a few hints from the work of the great Swiss pyschologist, Jean Piaget, and really observe what the child is doing.

Piaget's theories were based on an extraordinarily detailed, systematic and creative observation of his own three children. At every step he traced how and why the children's behavior changed. By the 20th day of life, he noted, his son Laurent stopped sucking whatever happened to rub his lips, if it produced no milk, and started actively groping with his mouth for the nipple. This meant that Laurent had made two kinds of progress: he had grasped some information (in this case the fact that certain objects produced milk while others didn't), and he had changed his behavior to conform with his new understanding of reality.

Piaget noted the first signs of "intention" in his three-month-old daughter Lucienne when she deliberately tried to make something interesting go on. Piaget had hung some cloth dolls over her bassinet, and Lucienne discovered that when she kicked her legs, the whole bassinet shook, making the dolls swing back and forth. At once she smiled and did it again. When he placed the dolls lower, she learned to reach them with her foot and shake them.

Here lie the origins of children's curiosity, Piaget said: in the child's desire to prolong or repeat interesting sights and sounds. That is what makes the baby learn new skills. He learns to throw objects, pick them up, rattle them, reach them with or without tools, find them when they have disappeared. He discovers that objects have properties of their own. And he gropes his way to new methods — for example, finding that he can get Papa's watch by pulling the pillow it rests on. These are the first glimmerings of intelligence. According to Piaget, the more interesting things the child has seen and tried to prolong, the more new means of this sort he can discover.

Genuine intelligence emerges later, toward the end of what Piaget calls the sensorimotor period. This is the whole period of development from birth to one-and-a-half or two years of age, when children learn through their senses and their motions. At the end of this phase, children begin to invent new methods just by thinking about them, through mental combination, rather than through physical groping. It is the takeoff point for abstract thought.

Between eighteen to twenty-four months and four years of age, the child constructs symbols and learns language. This "preconceptual" period is a time of much make-believe. It is also the "What's that?" stage, so well known to parents. As Piaget interprets this sometimes maddening question, it indicates not just a wish to know the names of things (apple, cat, penny), but a wish to understand what class of things each one belongs to (fruit, animals, money). It is the beginning of "classification," a key element in the child's acquisition of logic. Parents who carefully explain the relationships between things can do a great deal to help their children make sense out of the world at this stage.

The next phase, which Piaget calls the intuitive stage, lasts from age four to seven or eight. During that time, children are often fooled by appearances. Surprisingly, four-year-olds generally believe that there is more juice in a small glass that is filled to the brim than in a large glass that is only half-full — even when they see it being poured back and forth. They also believe that a lump of Play-doh becomes bigger or smaller according to its shape. That is because their attention is centered on some particular aspect of the container (how full it is, for instance) or the object (its length). They cannot yet think of reversing the pourings or molding the Play-doh back into its original shape. Until they fully grasp this concept of reversibility and what it implies, however, they cannot understand that a certain quantity of liquid will remain the same regardless of the container in which it is poured. Understanding this basic principle of "conservation of quantity" is a major landmark of intellectual development, according to Piaget. It occurs somewhere around the age of seven or eight, but sometimes earlier or later.

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From then on, the child develops a thoroughly logical view of the world. At first he still thinks mostly in terms of concrete objects, but after the age of eleven or twelve, he enters the more abstract phase which Piaget calls "formal thought." This is a time when he can take into account several different kinds of classifications and consider all the possible combinations or probabilities in each case.

These stages can be helped along, for they depend on children's having had sufficient experiences with whatever is of concern at the moment. It depends largely on their environment.

How, then, can one provide the best possible environment to promote such growth?

First, there are some prerequisites for a good mind. The children's diet must include enough protein to allow their brains to develop properly during their period of most rapid growth, their earliest years. And any handicaps which might interfere with learning should be discovered and treated as early as possible (a baby with poor hearing, for example,

should be supplied with a hearing aid immediately so he will not be hampered in learning to speak).

Beyond that, the key lies in what Professor Hunt has called "the problem of the match": finding what will best stimulate each child at each point in his or her development. If one gives a child something too incongruous, the child will withdraw or ignore it. If one gives him something too familiar — something already assimilated, in Piaget's terms — the child will be bored, and of course learn nothing. The trick is to find toys, games, puzzles or questions with "an optimum of incongruity" — just a little beyond what the child has already mentally stored.

A good match produces so much pleasure and excitement in the child that he or she will want to go on and on and on with whatever causes it. It then becomes quite unnecessary to worry about "pushing" — the child does it entirely alone, like a baby who is just learning to walk: breathless with excitement, surging forward, holding a parent's hand, screaming when put down, scrambling to get up and try it again, until both the baby and the parents drop from fatigue.

Parents who understand what their child is really trying to do can use it as a clue to finding the right match. Suppose their ten-month-old girl suddenly insists on turning the light switch on and off a hundred times a day, for instance. If they believe that she is defying her mother, they may restrain or punish her, when in fact, like a scientist, she just wants to understand what makes her world tick.

While studying the differences between children who were exceptionally competent at six years of age and those who were unusually inept, Harvard educational psychologist Burton White, Ph.D., and associates discovered that the mothers of the most competent children excelled at three key roles, beginning in the babies' first year:

(1) as designers and organizers of their children's physical environment, providing safety (poison and sharp utensils were placed out of reach), considerable freedom to explore and a variety of small, easily manipulated toys and household objects from which the child could pick a good match; (2) as authorities who set limits to dangerous behavior; and (3) as consultants to their children in brief episodes, according to need. This involved finding out what the child was trying to do, talking to him or her about it for a while, naming and explaining objects and, unwittingly, teaching the youngster an important skill — using adults as a resource. If a child is miserable because she is trying (and failing) to put a large ball into a small container, for instance, she might be re-directed to a smaller ball. In addition to feeling proud of her new success at getting a ball into the container, she might then learn something about the concepts of big and small and also learn that adults can be trusted to provide useful information.

After children reach school age, for instance, parents who perform these three roles are likely to (1) provide a quiet place and proper equipment for their children's homework, as well as opportunities to pursue whatever special interests the children develop; (2) encourage good work habits (e.g. by putting some limits on TV viewing or other distractions until the work is completed); and (3) act as consultants — find out what the child has been learning in school and then offer some suggestions for related books or projects, some ideas of their own or at least some expression of interest.

As researchers learn more about how children's intelligence develops, they are increasingly struck by the power of parents. The power of the school pales by comparison. To begin with, all the factors which underlie intelligence — the child's understanding of language, learning patterns, curiosity — are established well before the child enters school at six. Study after study has shown that even after school begins, the home still has far more influence on children's achievement than do their teachers. This is particularly true with regard to learning that is language-related. (For subjects such as science, the school accounts for more of the variations in achievement than the home.)

In view of their power, it is sad to see so many parents shrinking from their responsibility to make the most of their child's intelligence. Until recently they had been intimidated by educators who asked them to keep their hands off their children's education. It is only in the past five years or so that the tide has turned. Many teachers now realize that the school cannot do it alone, and that the contribution of parents is vitally important, both before and after the child enters school.

Parents have been particularly afraid to teach reading at home. Of course they should not "push" their children, but as educators have discovered over and over again, reading is best taught individually — and the easiest place to do this is at home. In slow, easy stages, working with such materials as the sandpaper letters developed by Maria Montessori seventy-five years ago, or with movable plastic letters, this process can be almost effortless. Many four and five-year-olds who have been shown a few of these letters and taught their sounds will spontaneously compose simple words of their own with them even before they have learned to read. Only joy and a feeling of competence can come from "cracking the code" of letters in this way. While high quality children's TV programs also help to crack the code, nothing really takes the place of individual attention from an adult at home.

Reading aloud to one's children feeds their imagination as well as their intelligence. It is a great opportunity to focus the children's attention, answer their questions, expand their language, raise new questions — and share some fun. Even babies enjoy picture books, and once parents get used to reading to their offspring they usually continue long after the children can read for themselves.

The most effective ways to develop children's intelligence at every stage still remain to be discovered. "My hunch is, we've never really tapped the potential of human beings," says Professor Hunt. "The early months and first couple of years are probably the most important, so the idea is to do this from birth on." He suggests that parents enrich their child's life "in a way that will maximize his happiness and keep him interested as he goes along."

Together with a growing number of psychologists, he believes that future generations of human beings can become far more intelligent — gaining 20 to 30 points of I.Q. — through better management of children's encounters with their environment. "If you want to maximize a child's development, you need to maximize it all along," he says, "for competence — like deprivation — is cumulative." More than ever, as this is recognized, the responsibility will rest on parents.•

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The Process of Aging

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The increasing proportion of older people in the population of this country has resulted in a growing awareness of some of the problems relevant to aging and has generated research by social scientists, home economists, and others in related disciplines.

A relative newcomer to the social sciences is the field of gerontology. This term originates from two Greek words: geron, meaning old man, and logos, meaning treatise. Gerontology has been defined as:

- a focus by the social sciences on a particular age group.
- a study of the aging of all living things.
- a study of the aging process throughout the life span.
- a study of the later years of human life.

General usage of the term has established the last definition as the preferred one. (Bader and Hoffman, 1966)

A common error is the use of the terms gerontology and geriatrics interchangeably, although they have distinctively different meanings. Geriatrics refers to the medical care of the aged, or to that branch of medicine dealing with problems of old age. The close relationship which exists between these two areas, however, is apparent in the statement that the health of the older individual cannot be considered as a category distinct from the ordered progression of his aging. "The aging person is very much a part and parcel of his social environment and he takes his medical advisers along with him." (Freeman, 1960, p. 20)

Various definitions of the term *aging* indicate that it does not have the same meaning for everyone. It is recognized, however, as a complex phenomenon which apparently results from a series of processes taking place simultaneously in the body throughout the life span. (Bader and Hoffman, 1966). There appears to be general agreement that the concept of age has biological, psychological, and sociological connotations. Many contributory factors affect persons in different ways, at different times, and to a different degree.

Successful aging also has been difficult to define, and only vague criteria such as maximum satisfaction and happiness from life have been established. Hawkes et al (1962), in reporting the philosophy on aging set forth by the American Home Economics Association, identified old age and aging as a vital life process which must be recognized from childhood on. This philosophy further relegates the responsibility for understanding the potentialities and probabilities of his or her own total life span directly to each individual, who can then cultivate both inner resources and outward capabilities in order to carry out a constantly changing life role.

Biological aspects of aging

According to Bourne (1960) the embryo starts to age from the moment of fertilization. Aging is positive during the first period, in that growth and development are taking place. There is no knowledge of what the mechanism is that permits the growth and development of an organism up to maturity, but then brings these processes to an end by guiding them into a steady and fatal decline. As one becomes older, greater susceptibility to disease is common, which usually affects the final and fatal phase. Although people reportedly die of old age, it is doubtful that anyone has ever died solely because of age.

Nicholson (1962) commented on the need to recognize the distinction between age and illness. The tendency to consider infirmity and advanced age as synonomous has been almost universal; this may account for the revulsion against the idea of being old. There is reason for revolt against the thought of being paralyzed and helpless, but as yet there has been no one paralyzed by the number of years one has lived.

Failure to recognize that suffering from an illness or accident after the age of 65 may be no different from one at any other time of life is at the root of our widespread failure to help older people maintain a good level of physical and mental adequacy. Because so many symptoms relating to numerous problems have been attributed to age, and because nothing can be done about age, nothing is done until blood pressure is out of control or cancer has progressed to a terminal stage. Signs of illness need to be recognized early and treated promptly, not blamed on age and ignored. (Nicholson, 1962).

Kart (1976) described old age as a continuation of life with decreased capacity for adaptation. Biological deteriorations result in susceptibility to disease. Changes related to aging occur in people at different chronological ages with different rates of progress. Those most easily recognized are changes in physical appearance. Physical capabilities also diminish.

Senescence is identified by Kart as the term used by biologists and

gerontologists to describe biological aging. It is studied by examining processes leading to decline in viability and increase in vulnerability of the human organism. As age increases important bodily changes occur which need to be understood by the social gerontologist, as they provide the physiological limits around which social arrangements are built.

Kart concluded his review with the observation that

> biological aging does not take place in a social vacuum. Demographic, economic, psychological, and social factors appear to operate alongside biological ones to produce the results of senescence. (Kart, 1976, p. 183)

Psychological dimensions of aging

Birren (1964), in discussing the dynamics of the life cycle, stated that as an individual grows older, a characteristic pattern of appearance and behavior becomes increasingly apparent. The transformation of the individual from childhood through adulthood involves mixtures of stability and change and of persistence and adaptation, so that new features are seen to emerge in the wide range of human characteristics. He described man as both the result of and a determiner of his environment. Varying environmental conditions lead to the gradual transition of the individual over the life span, and new patterns of behavior emerge which represent adaptations to past history as well as to present physical and social circumstances.

The fact that the nervous system is organized to a significant extent as a result of interactions with the environment and that individual selective choice of experience which is cumulated in memory has no analogy in the isolated, molecular biological system was cited by Birren (1964) as indicative of the need for combined efforts to explain age changes in behavior. Both stability and change mark biological organization as well as psychological and social organization.

Until recently most psychologists would have agreed that loss of mental ability is an inevitable consequence of aging. (Bradbury, 1975). Thousands of intelligence tests administered to men and women of different ages between 1930 and 1960 produced results showing better performance of younger people than of older. Recognizing that the tests were designed for a different generation with different interests and better education, tests were then redesigned and administered to the same individuals repeatedly over many years. On the average, the difference in performance proved much less between a man at 60 and the same man at 70 than between one man of 70 and another of 60.

Birren (1976) confirmed the fact that mental decline does not occur in everyone a little bit, as previously thought, but is irregularly distributed throughout the population. Some individuals show marked stability of mental functioning in later years, whereas a steep decline is exhibited by others. Birren concluded that there is no gradual decline in general mental ability with age, but that it is closely related to health status. The expectation is that, given good health and freedom from certain diseases, high-level mental competence can be expected beyond the age of 80.

Some loss of speed related to reflexes and to thought processes must be recognized. Bradbury commented that "while you can teach an old dog new tricks, it takes longer". (Bradbury, 1975, p. 143). Old people in good health, however, maintain their judgement, ability to think abstractly, vocabulary, number skills, and inductive reasoning abilities until near the end of life. Such components of intelligence have come to be respected as wisdom and prerequisite for leadership.

Havighurst (1976) reported that in the latter part of life, happiness and satisfaction are within reach of most people, yet many people are unhappy and dissatisifed. Only a minority suffer from poor health and economic deprivation, so he stressed the importance of the relationship of personality to successful aging.

Brody (1974) commented that older people are more heterogeneous than younger people in that they have had longer lives and more varied experiences that produce greater differentiation. Ways in which aging persons handle events and new situations related to old age (retirement, grandparenthood, widowhood, illness) are a function of personality, reflecting longstanding life styles.

> There is no sharp discontinuity of personality with age, but instead an increasing consistency. Personality is continuous over time; central characteristics become even more clearly delineated, and cherished values become even more salient. (Brody, 1974, p. 29)

Everyone acquired, at some point, a concept of self and an attitude toward that self, either esteem or denigration. Cottrell (1974) stated that self appraisal is difficult to alter, once it has been established. In aging, this attitude may correspond closely with the image held by others, or it may be very different from their estimate, but it tends to persist.

The stability of characteristics related to self concept was discussed by Bromley (1974), who commented that being on close terms with one's self might decrease the likelihood of registering changes in self concept. Expectation that one's impression of self would remain fairly constant throughout life is feasible, except that experiences of adult life are cumulative and, for some, intense. Some personal experiences, coupled with biological changes, are very likely to affect personality and adjustment, but Bromley noted that "any effects have yet to be adequately described and analyzed." (Bromley, 1974, p. 240) as do other effects on self concept. These he described as being difficult to investigate.

Studies of personality traits as they relate to age and intelligence show intelligence as more important than age in personality adaptations through adulthood. Birren (1964) expressed the view that possibly there is physiological registration of the effects of psychological events in the later years, as well as behavioral consequences as a result of physiological changes. This implies neither a complete persistence nor a complete fluidity of behavior. Relatively fixed habit systems and physiological adaptations make for more differentiation in the older adult than in the child. Changes in both the environment and the person continue to precepetrate behavior changes. The changing position of the older adult in his environment is reflected in activities and interests.

Habit systems established over time control the behavioral response to somatic changes in internal drive and external stimulation. Personal values are one stable element in the choices of behavior, although these too may be modified under conditions of stress. The adaptive person who can modify his behavior continually as time goes on ages successfully. Unfortunately not

too much is known of the internal habit systems that promote adaptation. (Birren, 1976)

Birren's (1976) description of apparent increases in anxiety, introversion, and neuroticism, along with decreases in risk-taking and confidence, would definitely indicate some sort of age change in the self concept. He presumed a more unfavorable self impression with age, and remarked that the negative value placed on old age bears this out.

Bengtson (1973) called attention to the interplay between social and personal systems with aging. Changing roles and related behavior such as retirement or widowhood necessitate a re-organization of the self. The conception an individual has of the self must be altered to meet changes in treatment by the social system and in his own customary behavior pattern. Since a principle contributor to self concept is performance of various roles, changes in these roles cause a transformation of identity. Thus in old age a new, less valued self image may be forced on someone whose occupational roles have provided the major sources of identity.

An important aspect of self esteem among older people is the image reflected in the media, public service, and legislation. Among older persons, a large minority of mentally or physically ill, poorly housed, poverty stricken individuals are recipients of widespread attention. In attempting to win support for needed services for them, their deprivations and infirmities may be over-emphasized in such a way that all older people are characterized as being in greater need than other age groups. In the effort to meet needs of one group of older people, the self esteem of a much larger group is threatened. (Cottrell, 1974)

Another dimension of the personal system related to continuity over time is that of life style. Bengtson (1973) described this as an individual's use of time, investment of energy, and choice of interpersonal objects in organization of activities, and conceived it to be another useful bridge between social and personal systems.

Sociological implications of aging

In surveying some of the special social problems of survival into old age, von Mering and Weniger (1959) pointed out the severity of the socio-psychological impact of the time differential between the *official* and *natural* onset of old age. The prevailing fixed retirement age, set arbitrarily at 65 until 1978, has forced many people to relinquish abruptly their identification with an occupation and its associated habit clusters.

In addition, important changes in characteristics of the family have occurred, such as decrease in size and an increase in occupational and geographic mobility. A value shift from familial responsibility toward public responsibility for older persons has accompanied these changes in the family.

Added leisure time due to increased longevity has effected changes in social and civic participation. General social changes have included a shift from basically home-centered activities to a variety of recreational patterns involving spectator or audience functions. Opportunities for active participation in civic and political affairs may be difficult to find. Contemporary society must guard against the premature social and occupational obsolescence of its older members. (von Mering and Weniger, 1959).

Blau (1973) questioned the wisdom of a society which has devoted considerable energy and resources to prolonging human life but has failed to provide meaningful social roles for older people. The need to be useful is a pressing need of people in all stages of life.

> . . . it is the sustained experience of being necessary to others that gives meaning and purpose to the life of all human beings. Opportunities to remain useful members of the society are severely undermined by the exits from adult social roles that are typical of old age . . . Only an affluent society can maintain a considerable segment of its population in non-productive idleness. To do so, however, is a waste of human resources and human spirit that could be used to benefit both the society and its older members. (Blau, 1973, p. xii)

The relatively new field of social gerontology has received criticism for its lack of a comprehensive theoretical framework within which to examine the social experiences of human beings as they grow old. There have been numerous attempts to provide such a framework, and three theoretical categories will be reviewed herein. These are role theory, disengagement theory, and activity theory.

Role theory. As early as 1942 Cottrell attempted to examine the adjustment of the aged individual within a role theory framework. A great deal of interaction between persons is based on expectations which are formed prior to that interaction. Such expectations are built around a role; a person carrying out a given task or occupying a particular position is expected to behave in a specified manner.

Role expectations throughout the life cycle are fairly well defined until the time an individual is classified as aged. Occupational roles appear to be extremely important to most people, and retirement may produce traumatic experiences for many individuals. Having been primarily identified in terms of occupation for most of their lives, when men leave that role they frequently are cut off from a number of other roles that were dependent on it. Cottrell (1974) observed that drastic reduction in income prevented payment of dues, fees, and other costs attached to their previous occupational, professional, and recreational pursuits; hence these activities had to be dropped.

> The older man finds that he can seldom continue to carry out the demands of the roles he previously played; nor are there generally accepted new roles sanctioned by clear norms, for him to assume. (Cottrell, 1974, p. 15)

Along the same line, the middle-aged woman faces the *empty nest.* Continuation of the role of concerned mother may be considered as interference; pursuit of a new career may present difficulties; loss of a mate may result in social restrictions. Continued performance of housekeeping responsibilities is acceptable, but may provide little satisfaction if it becomes her only or her primary role.

Phillips (1976) utilized the approach suggested by Cottrell in a study designed to focus attention on the relationship between an individual's self conceptions and his social roles. He believed that adjustment might be best understood by examining these two categories together. The sample consisted of noninstitutionalized individuals 60 years or older. Two role changes examined in the study were due to death of one's spouse and retirement. Another was not so circumscribed, but

concerned the entire matrix of roles within which the individual behaves and was indexed by examining the respondent's perception of the role change. The fourth role change was indexed by whether the subject had reached the age of 70, as the researcher considered that the combined effects of a change from age 60 to age 70 on various roles would be significant. The self conception of age was measured in this study by the identification as old, middle-aged, or young.

Age identification was considered to be an intervening variable between each role change and adjustment. The role changes considered were significantly related to maladjustment and to identification as old; identification as old was significantly related to maladjustment; age identification was found to be capable of reversing the expected relation between any one of the role changes considered and adjustment. Phillips (1976) reported that the significance of the age-identification variable for adjustment was indicative of the need for further investigation of this and other aspects of self image.

Disengagement theory. The theory of disengagement was developed by Cumming and Henry between 1957 and 1960 and has been the subject of much discussion since its introduction. Cumming (1976) described the theory in its original form as being too simple, and added new elements and elaborated the basic propositions in greater detail. In general, the theory proposed that, assuming good health and economic independence, normal aging is a mutual withdrawing or "disengagement" between the aging person and others in the social system. This withdrawal may be initiated by the individual or by others in the system. Upon completion of disengagement, the balance previously existing between the person and society has given way to new equilibrium characterized by greater distance.

Engagement is explained by Cumming as encompassing three types. One might be broadly engaged in a number of social systems having little influence over the rest of society; one might be deeply engaged in roles which determine policies affecting others in large numbers; one might be symbolically engaged by epitomizing a valued trait. A few persons can combine all three types of engagement, as do prime ministers and presidents, but this is rare.

Originally, disengagement theory was concerned with departure of children from families, retirement for men or widowhood for women and did not consider other disruptions to modal patterns or the effects of poverty and illness. Dissimilarity of temperaments was another factor not taken into account; Cumming suggested in her later review that this is an important variable.

Probably the beginning of disengagement falls somewhere during middle life when certain changes of perception occur. A sense of the shortness of time may come at the peak of engagement, leading to evaluation of accomplishments and allocations of priorities for the future. Along with the need to be selective is a shift away from achievement, which has been a primary value in American life. Research has shown that competent men, with a record of achievement, in middle life sometimes feel doubts about the value of their accomplishments. In relinquishing any part of this achievement orientation, a measure of disengagement has occurred.

Another aspect of disengagement centers around loss of loved ones, of personal associates, of business, or of close contact with children, which results in surrendering certain feelings and actions to be replaced with symbolic residues. This substitution sometimes changes the quality of the self.

Perhaps the finding of a new set of rewards may be the most crucial step in the disengagement process as described by Cumming. The esteem resulting from achievement and the approval expressed when obligations are met may be partly replaced by inner satisfactions, but the high value placed on achievement does result in some feeling of loss. Freedom from obligation may provide its own reward, if an individual's resources and health are such that he is able to enjoy and utilize that freedom.

An essential characteristic of disengagement is that, once started, it tends to be self-perpetuating. If the impulse to seek others to replace ties broken by loss becomes less rewarding, such efforts may cease, and it may then become more difficult to make new contacts. Thus aging people interact less and engage in fewer roles. As the number of groups to which an aging person belongs grows smaller, the ties with those remaining become stronger.

Cumming likens disengagement to a reversal of the socialization process. Children are encouraged away from dependency and individualization toward conformity; the older person is allowed more freedom and expressiveness than a middle-aged adult and is permitted the dependency and individualization of the small child. (Cumming, 1976).

In the past few years research and discussion of the aging process have focused on disengagement theory. Though there is general agreement that a decrease in social activity accompanies aging, there is disagreement that it is inevitable or universal, and that an inverse relationship exists in old age between life satisfaction and activity. The need for consideration of other dimensions either to supplement or to revise the disengagement theory as formulated by Cumming and Henry has been reported by several investigators, (Loether, 1967; Neugarten and Havighurst, 1969; Bengtson, 1973; Neugarten, 1973; Brody, 1974; Havighurst, 1976).

Activity theory. The activity theory of aging has been labeled the "common sense" or lay theory as it reflects the expectations most often expressed in news media and even in legislative programs. (Bengtson, 1973). Formal statement of this theory, which had been implicit in gerontological literature for some time, was made by Lemon, Bengtson, and Peterson (1976), who then empirically tested hypotheses derived from the theory. In essence this theory states that a positive relationship exists between activity and life satisfaction, and that the greater the role loss, the lower the life satisfaction. A basic assumption is that the social self emerges and is sustained through interaction with others.

The hypotheses tested utilized secondary data. Although some of the relationships found in the data supported the theory being tested, most did not. The most specific suggestion is that participation in an informal friendship group appeared to be an important correlate of life satisfaction, but frequency of activity in general did not. The friendship may possibly provide a sense of continuity and depth for role identities, an important contributor to high life satisfaction in a rapidly changing and complex society.

The data provided surprisingly little support for the implicit activity

theory of aging which has served as the theoretical base for practice as well as research in gerontology for decades. (Lemon, Bengtson, and Peterson, 1976, p. 79).

The needs pointed out as a result of this study were:

1. To revise or enlarge the theory, including personality configurations and availability of intimates (confidants) as concepts.
2. To test it on a broader spectrum of the aged population.

One of the investigators involved in the aforementioned study commented on the theory in a subsequent publication. Bengtson (1973) remarked that sources of satisfaction, self concept, and life style are not expected to change much for older individuals from what they were at middle age. He criticized the expectation in America that society should meet these continuing needs for activity by structuring the environment to encourage interaction, while at the same time ignoring other such needs as transportation systems and convenient locations for health centers and hospitals.

According to Bengtson's review, the activity orientation has remained more assumption than explicit testable theory. He raised the question of adequacy of activity theory for use in planning programs for the elderly, since the maintenance of high activity levels does not seem to be invariably related to "successful aging."

Summary

An individual may be viewed as having three ages in accord with the three primary processes of aging.

1. Biological — can be defined by the years of remaining life or the extent to which biological potential for length of life has been "used up".
2. Psychological — can be defined by level of adaptive capacities.
3. Social — can be defined by the differentiated social roles he leads in society.

These ages are mutually dependent upon one another, yet individuals may vary somewhat in their relative age and youth in the major dimensions of their lives. Behind each of these ages are processes of aging which should be studied developmentally throughout the entire life span. (Birren, 1976)

Since gerontology is the focus of many disciplines within the social and biological sciences concerned with problems of aging, and since diversity of older people is so pronounced, accumulation of a large body of research data is needed as a basis for valid generalizations in the field of aging. Bader and Hoffman (1966) cited the emergence of gerontology as a response to scientific needs and social responsibilities. Methods and knowledge of any one discipline or profession are inadequate for its multidimensional problems; the pooling of efforts and findings of many investigators need to be synthesized into a coherent whole. In order to do this they recommended that a clearing house be established to facilitate sharing and exchange of research information.

In a study conducted by Louis Harris and Associates, Inc. for the National Council on the Aging, Inc. (1976), somewhat surprising results were reported regarding expectations of older people. While nearly half of all people 65 or over felt that their life had turned out just about as they expected, one in three older people expressed pleasant surprise with their later years. Many anticipated problems had not materialized, and they were pleased with their degree of financial security, their family life, their long marriages, their good health, and the generally comfortable, good life. Society may tend to overlook this image of older people and focus, instead, on the one in ten who feel that their lives have turned out worse than expected.

While society tends to view elderly persons as a homogeneous entity, this study underscored their differences instead. Although people 65 and over indicated a far better self image than that held by the public at large, certain groups of older people have lower self esteem than others. In a similar manner, general measures of life satisfaction among older people and overall psychological well-being help to differentiate older people in much the same manner as they do young people.

Apparently, there is no "typical" experience of old age, no "typical" older person. There is no point in life at which a person stops being himself and suddenly turns into an "old person" with all the myths and stereotypes involved with that term.

Instead, the social, economic, and psychological factors that affected individuals when they were younger, often stay with them throughout their lives. Older people share with each other their chronological age, but factors more powerful than age alone determine the conditions of their later years. (Harris, 1976, p. 129)•

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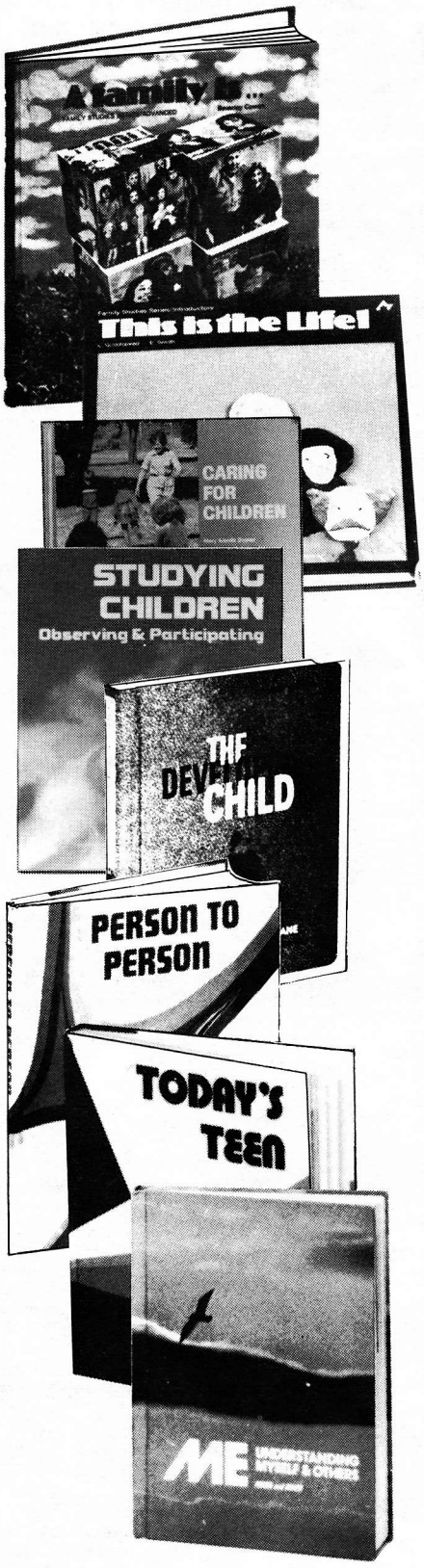

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Effects of a Metric Educational Program on Homemakers' Acceptance of the Change to Metric *

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ABSTRACT

The study evaluated the effectiveness of a metric educational program based on actual experience by thirty-four United Church women with the metric system, in their home. All volunteers answered a preliminary questionnaire before being divided into two groups, bakers and non-bakers. After the bakers' group experienced the metric system by preparing a food product in their home, the two groups answered a second questionnaire. Responses to the questionnaires were analyzed and scores, based on a five-point scale, were assigned to the homemakers for their willingness to convert to the metric system and for their attitude towards metric conversion.

In general, the willingness to convert and attitude scores of the bakers increased significantly after the metric baking experience while the attitude score of the non-bakers did not change significantly during the study. Comments from the non-bakers portrayed a feeling of helplessness about the metric system while the bakers appreciated the simplicity of the new system. Actual experience with the metric system, therefore, was found to be useful in increasing the homemakers' acceptance of the change to metric.

RESUME

L'acceptation du système métrique par des ménagères

L'étude a évalué les effets d'un programme métrique éducationnel chez trente-quatre ménagères d'un groupe religieux United Church. Les volontaires ont répondu à un questionnaire préliminaire et furent par après divisées au hasard en deux groupes (cuisinières et non-cuisinières). Après que les cuisinières ont utilisé le système métrique à la maison, les deux groupes ont répondu à un deuxième questionnaire. Leurs réponses furent analysées et par le suite, un pointage fut déterminé pour le consentement des ménagères à changer au système métrique et pour leur attitude envers la conversion au métrique.

En général, les cuisinières ont démontré significativement un plus grand consentement et une meilleure attitude à l'acceptation du système métrique après la préparation du produit suivant une recette métrique. Elles ont appris à apprécier la simplicité du nouveau système. Par opposition, les non-cuisinières ont expliqué dans le questionnaire qu'elles se sentaient éventuellement obligées à changer au système métrique malgré elles. L'expérience pratique avec le système métrique fut donc utile à augmenter l'acceptation du nouveau système chez les ménagères.

* Research was conducted at the University of Guelph, January - February, 1978.

Introduction

Due to Canada's adoption of the International System of Units (SI), consumers are forced to communicate in another system of measurement. Their lack of understanding and resistance to change have, in general, created negative attitudes towards metric conversion. Results from the past metric information programs designed to increase the population's exposure to the metric system have had limited success in counteracting the negative attitudes of consumers towards metric conversion (Canadian Gallup Poll, 1977). These attitudes were more evident with non-working women.

Individuals have over a lifetime developed complex attitudes which are difficult to change. This may be a reason for the lack of success of metric information programs. Elkind (1973) discussed individuals' need to remain constant. This need for consistency may be threatened by the introduction of a different system of measurement which may result in psychological tension. People will not listen to information which brings about this tension. Dean (1974) has shown that practical experience with metric conversion was successful in industrial training programs because the individual could actually work with the new system and discover for himself the simplicity of metric conversion.

This study was conducted to evaluate the effectiveness of a practical educational program on the acceptance of the metric system by homemakers.

Methodology

Thirty-four women from two United Church groups with no previous metric baking experience volunteered to participate in the metric educational program. The subjects were 18 years of age and over with preschool children and were the member of the family most apt to do the baking in the home. The subjects were randomly assigned to either a control group (non-bakers) or an experimental group (bakers).

In Part I of the study, all subjects completed a pre-tested questionnaire dealing with topics on metric conversion. On the basis of their responses, the homemakers were assigned a score, based on a five-point scale, for willingness to convert to the metric system and for attitude towards metric conversion.

Homemakers in the experimental group then prepared brownies from a metric recipe in their homes, using the provided metric baking measures.

In Part III of the study, two weeks after the baking session, both groups completed a second questionnaire. The homemakers were again assigned scores on a five-point scale for willingness to convert to the metric system and for attitude towards metric conversion. These scores were compared to the scores obtained from the first questionnaire. Table 1 and Table 2 contain the specific statements used in Part I and Part III to rate the homemakers' responses.

The Wilcoxon matched pairs signed rank test was used to determine whether a significant difference ($p=.10$) existed between the willingness to convert and attitude scores of the two groups (bakers and non-bakers). Also, scores for the total willingness to convert to and attitude towards metric conversion of the non-bakers in Part I were subtracted from the total scores in Part III. This amount of change would be due to intervening variables and not the baking experiences and it was therefore subtracted from the difference in scores (Part III - Part I) of the bakers. The net difference in attitude and willingness to convert scores was attributed to the independent variable, the baking effect.

TABLE 1.

Comparison of homemakers' willingness to convert to the metric system scores before and after experience with metric baking .[a]

Statements	Average score Before baking	After baking
Metric conversion should have been done by switching to the metric measures, without referring to our present measures.	2.7	3.1
I am not prepared to make any real effort to convert to thinking in metric terms.[b]	2.1	1.6
If we want to be competitive in the modern world, we must convert to the metric system.	3.5	3.6
I could not understand the metric system if I wanted to. [b]	1.4	1.4
I feel I could work with the metric measures with confidence.	3.4	3.7
It does not matter how fast the United States converts to the metric system, Canada should do so as quickly as possible.[b]	3.2	3.5
I am willing to go along with the change to metric.	3.9	4.1
Number of respondents:	(34)	(34)

[a] *Each score is an average based on the following rating scheme: Disagree Strongly (1), Disagree Somewhat (2), Don't Know (3), Agree Somewhat (4), Agree Strongly (5).*

[b] *Gallup Poll Limited, 1977.*

TABLE 2.

Comparison of homemakers' attitude towards metric conversion scores before and after baking.[a]

Statements	Average score Before baking	After baking
The metric system seems like an interesting challenge.	3.4	3.8
People who oppose metric conversion are being foolish.[b]	3.6	3.6
The idea of metric bores me to death.	2.0	2.0
The metric system is confusing and difficult to understand.	3.4	2.5
Metric conversion will probably save us money in the long run. [b]	3.0	3.0
I would be interested in learning more about the metric system.	4.3	4.1
People will never think metric as long as the present system is visible or available to us. [b]	3.8	4.0
Number of respondents:	(34)	(34)

[a] *Each score is an average based on the following rating scheme: Disagree Strongly (1), Disagree Somewhat (2), Don't Know (3), Agree Somewhat (4), Agree Strongly (5).*

[b] *Gallup Poll Limited, 1977.*

Results and Discussion

In Part I of the study, the average willingness to convert to the metric system score of the sample was 3.6 (maximum score = 5). This indicates some degree of willingness to adapt to the new system of measurement. The average attitude towards metric conversion score of the sample was 3.5, out of a possible score of 5, which rates as a somewhat positive attitude. The Canadian Gallup Poll (1977) results also suggested that the general public was inclined to make an effort to adapt to, and to learn the metric system.

Table 1 reveals that the average willingness to convert to the metric system score for each statement of the homemakers in Part III of the study were equal, or greater than the average scores in Part I in all cases. The statement of "I am not prepared to make any real effort to convert to thinking in metric terms" showed the greatest average change. The finding that most homemakers disagreed with this statement emphasized the fact that they are willing to make an effort to overcome the obstacles presented by the change to the metric system.

The homemakers were against an immediate change to the metric system as they disagreed with "Metric conversion should have been done by switching to the metric measures, without referring to our present measures" (2.7). Yet, the score of 1.4 for the statement "I could not understand the metric system if I wanted to" shows that the majority of the sample felt they could master the metric system with practice (Table 1).

In Table 2, the statement that "The metric system is confusing and difficult to understand" showed the greatest change in average attitude score between Part III and Part I of the study. During the two-week period while the study was being conducted, the homemakers realized that the metric system was not as confusing and difficult to understand as they thought originally, since they disagreed with that statement (2.5) in Part III of the study.

The attitude towards the metric conversion statement that most homemakers agreed with on an average, was "I would be interested in learning more about the metric system" (4.3), followed by "People will never think metric as long as the present system is visible or available to us" (3.8).

Although the sample indicated, as shown in Table 2, that they felt total immersion into the metric system was the best way to get people to think in metric terms, in Table 1, it is noted that the homemakers tended to oppose a total, immediate change to the metric system. The Canadian Gallup Poll (1977) revealed the same controversial topic.

A Wilcoxon matched pairs signed rank test on attitude and willingness to convert scores for the sample revealed that the bakers' attitudes and willingness to convert to the metric system changed significantly ($p=.10$) due to the baking effect and other intervening variables between Part I and Part III of the study. The non-bakers' attitudes towards metric conversion did not change significantly during the study, while their willingness to convert to the metric system score changed significantly. The reasons for this are now discussed.

Table 3 shows that the net difference between the non-bakers' and bakers' average attitude score was .014. A six percent increase in the bakers' attitude score can therefore be attributed to the baking effect. The net difference between the two groups' average willingness to convert score was .231. A 79 percent increase in the bakers' willingness to convert score can be attributed to the baking effect. From Table 3 it appears that the willingness to convert to the metric system score of the sample was easier to manipulate through an educational metric experience than attitude, which is a more complex variable.

TABLE 3.

Differences in bakers' and non-bakers' attitude towards metric conversion and willingness to convert to the metric system scores.

Variables	d_i [a]	average increase [b]	% average increase in d_i
Attitude towards metric conversion -			
Bakers (n=18)	4.3	.239	100
Non-bakers (n=16)	3.6	.225	94
Net difference due to the baking effect		.014	6
Willingness to convert to the metric system -			
Bakers (n=18)	5.3	.294	100
Non-bakers (n=16)	1.0	.063	21
Net difference due to the baking effect [c]		.231	79

[a] *Part III score minus Part I score.*

[b] $\frac{d_i}{n}$

[c] *Average increase in the bakers' score minus the average increase in the non-bakers' score.*

The Spearman's rank correlation of the willingness to convert to the metric system and attitude towards metric conversion showed a significant relationship between these two variables. In Part I and Part III of the study, 46 and 44 percent, respectively, of the more positive attitude towards metric conversion was accounted for by the homemakers' greater willingness to convert to the metric system.

In Part III of the study, responses to an open ended question on attitude towards metric conversion revealed the non-bakers' feelings of lack of freedom in the change to metric. A few of their comments were: "it was time to start thinking metric because of no choice; had to start to convert soon; takes longer to convert than previously believed". In comparison, the bakers' responses did not project this feeling of helplessness. Answers included: "more aware of what is being done; no great challenge; more willing to change; easier than thought; with practice become more competent at using it." Another baker commented, "any change seems to present psychological problems, however, having been introduced in this manner makes me feel more comfortable." These feelings expressed by the bakers reflect the prediction made by Lister (1977) and Bennett (1977) that the metric system would not be as difficult a challenge as anticipated by the homemakers.

Conclusions

The study evaluated the effectiveness of a practical educational program based on the acceptance of the change to metric by homemakers. Their responses to questionnaires dealing with topics on metric conversion indicated that the

metric educational program was 79 percent effective in positively increasing the sample's willingness to convert to the metric system and somewhat effective (six percent) in increasing their attitude towards metric conversion. The homemakers' attitudes were found to be more difficult to change than their willingness to convert. The study also indicated that a better disposition towards metric conversion was important in positively increasing the sample's attitude score.

Recommendations

From the encouraging findings of this study and the urgency of public acceptance of the metric system, it is recommended that government, industry and business sectors of society should develop metric educational programs based on actual experience with the metric system. Such programs have been more successful than past metric information programs in improving the attitudes of individuals towards metric conversion.•

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Canada metric

Will Kilometrage and Metrage Replace Mileage, Yardage and Footage?

Now that highway signs are in metres and kilometres, construction uses metres and millimetres, and fabrics are sold by the metre, Sandy McArthur, Chairman of Metric Commission Canada, suggests kilometrage and metrage may replace the words like mileage, footage and yardage.

The 49th Meeting of Metric Commission Canada held in Ottawa, considered "metrage" to be a suitable replacement for footage and yardage and perhaps even mileage in the English language. The equivalent of the French word "millage" in the French language is of course "kilométrage".

Mileage has become obsolete in Canada, since conversion of road signs throughout the country over a year ago. Signs in metres and kilometres accentuate the need for a new word to express odometer readings and distance or length. Kilometrage and Metrage may catch on in sectors such as road and urban transport, electric power, construction, real estate, land surveying and town planning, the carpet industry, forestry, the film industry, consumer and retail trades. Both "kilométrage" and "métrage" are used in the French language in most of these sectors. Seventy percent of the letters received in response to Metric Commission Canada's suggestion were in favour of the use of "metrage". Some of the reasons given were: it's easy to pronounce and spell; it has about the same general meaning in both official languages (distance or lengths measured in metric units); and is a convenient replacement for obsolescent words like footage and yardage. It is suggested that readers of this try using kilometrage and metrage in house organs, bulletins, magazines, newspapers and audio visual presentations, and evaluate the possibility of acceptance of one or both new words.

Canada métrique

Kilométrage et Métrage: Pour Les Measures de Distance et de Longueur

Maintenant que la signalisation routière est en mètres et en kilométres, que l'industrie de la construction utilise le mètre et le millimètre et que les tissus se vendent au mètre, M. D.R.B. McArthur, président de la Commission du système métrique Canada, suggère d'utiliser, tant en anglais qu'en français, les mots kilométrage et métrage pour les mesures de distance et de longueur.

Lors de sa 49e réunion tenue à Ottawa, la Commission du système métrique Canada, a jugé qu'en anglais, "metrage" remplace adéquatement les expressions "footage" et "yardage" et peut-être même "mileage". L'équivalent du français "millage" est évidemment "kilométrage".

Le terme millage est devenu désuet depuis la conversion des panneaux de signalisation partout au Canada il y a plus d'un an. Les panneaux étant en mètres et en kilomètres, il faut utiliser d'autres mots pour exprimer les relevés d'odomètre ainsi que la distance ou la longueur. La langue française a les mots kilométrage et métrage et on emploie l'un ou l'autre, selon le cas, dans des domaines aussi divers que le transport routier et urbain, l'énergie électrique, la construction, l'immobilier, l'arpentage et la planification urbaine, l'industrie des tapis, l'industrie forestière, l'industrie cinématographique, la consommation et le commerce de détail.

Soixante-dix pour cent des lettres reçues en réponse à la suggestion de la Commission du système métrique Canada favorisaient l'utilisation de "métrage". Parmi les raisons mentionnées il y avait: c'est facile à prononcer et à épeler, la signification est à peu près la même dans les deux langues officielles (mesure de la distance ou de la longueur en unités métriques) et il remplace convenablement des mots anglais désuets comme "footage" et "yardage". Nous suggérons aux lecteurs de ce communiqué d'utiliser, selon le sens qui convient le mieux à leurs besoins, les mots kilométrage ou métrage dans les publications internes, bulletins, revues, journaux et présentations audio-visuelles.

International Federation of Home Economics

Lila Engberg, Ph.D.
CHEA Representative to IFHE

The Americas Region of the International Federation for Home Economics is collaborating with the Latin American Association of Family Educators in holding a 3-day meeting, August 8-11, 1979. The major objective of the meeting is to establish linkages among home economists in the Americas in order to develop follow-up projects which will strengthen home economics. Canadians who are interested in participating are asked to contact Lila Engberg immediately for details. We are particularly concerned about the role of women and the contribution of home economics to rural development.

CIDA Non-governmental Division has contributed some funds to support Caribbean and Latin American delegates. We hope in this way to get a good balance of delegates from north and south. The meeting is to be a working meeting — a first exchange which we anticipate will lead to further grassroot type projects to benefit the rural poor.

The theme of the Congress in the Philippines scheduled for July 21-26, 1980 is *"HOME ECONOMICS A RESPONSIBLE PARTNER IN DEVELOPMENT"*. IFHE is asking for suggestions for speakers. They want to deal with the main aspects of development: increase and use of food resources, improvement of living conditions and the environment, communication approaches which can help home economists reach policy makers and people, development of crafts and trade to improve family resources, population and health. Although these topics have been dealt with at previous congresses there is opportunity in the Philippines to put them into a new, wider context, with strong political and economic implications.

The location, in the Philippines, is a first outside North America and Europe. The objective is for participants to experience and achieve a fuller understanding of what development means to families.

Four IFHE bulletins are published each year. Ten copies are sent to each CHEA/IFHE representative for distribution in the Region. Associate members also receive copies along with other federation news. You will have noticed the introduction of Spanish and the number of articles related to international concerns. Also a new leaflet describing IFHE and its international activities is available for the asking. Write to the CHEA office in Ottawa for a copy.

The headquarters of the Federation has moved to 5, avenue de la Porte Brancion 75015 Paris (France). We are very fortunate to have the support of the government of France to help finance the headquarters and IFHE staff.

Courtesy of Leticia De Leon

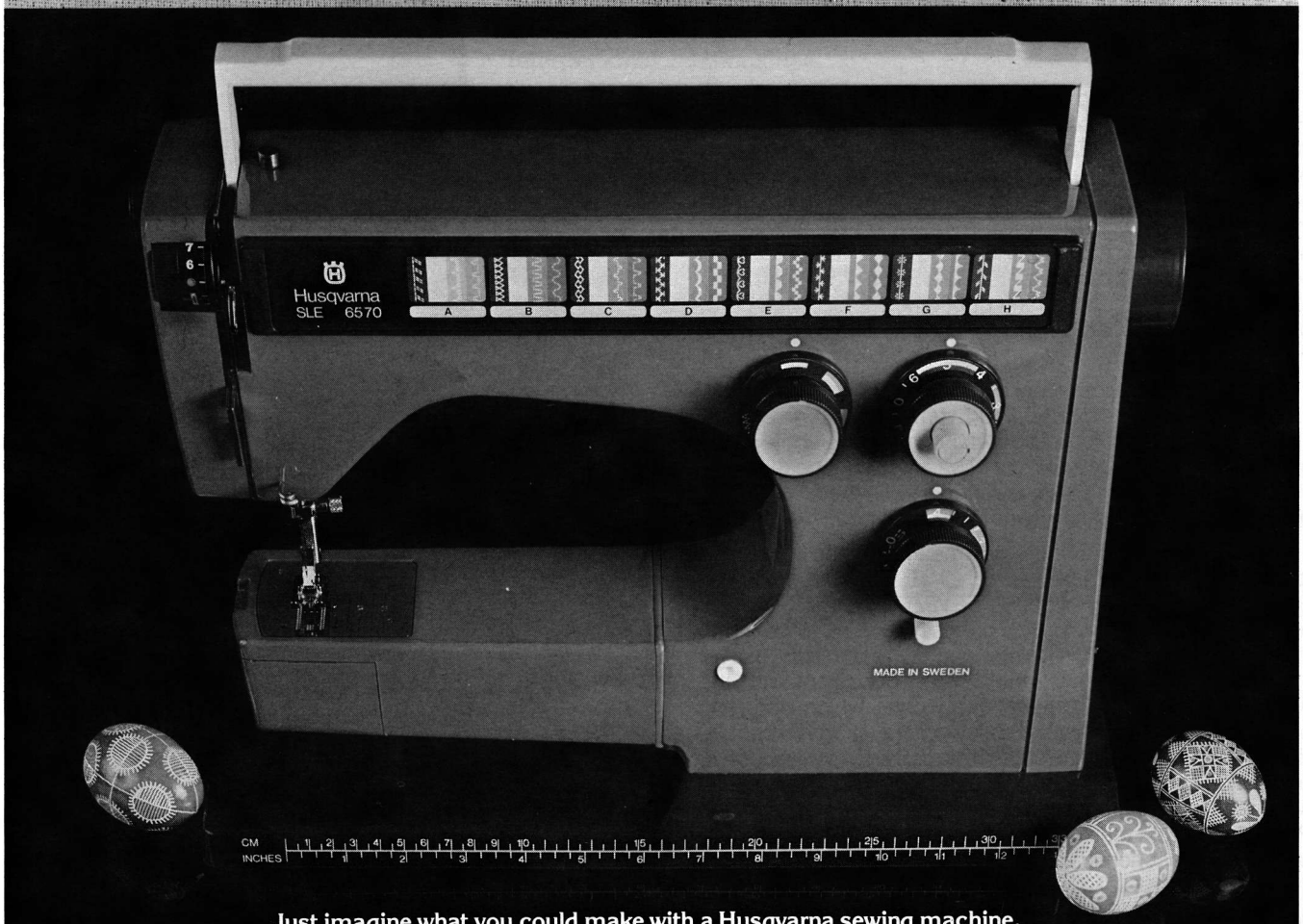
Phillipine children in a school program.

The Secretary-General, permanent delegates and permanent IFHE representatives attend many international meetings on our behalf. Three important ones last year were the 19th FAO Conference on agriculture in Europe held in Paris, the UN Conference on the teaching of human rights in Vienna, and the 20th session of the General Conference of UNESCO in Paris. A joint UNESCO/IFHE seminar on the integration of family life and population education in home economics was held in Freetown, Sierra Leone November 13-22, 1978. Representatives of eight English-speaking countries in Africa were brought together with representatives from several UN agencies to discuss proposals.

This year our president Frau Monica Tupay from Austria will represent us at the FAO conference on Agrarian Reform. It is through these kinds of meetings that support is generated for home economics throughout the world.

Individuals can become associate members of IFHE in 1979 through paying a fee of 40FF. In 1980 the fees go up to 60FF. You may send the money in Canadian dollars to the CHEA office to be forwarded to Paris. Every person's effort is important.•

MAKE IT WITH IMAGINATION



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Inflation and The Consumer Price Index!

Nancy Cook, Director Home Economics Branch
New Brunswick Department of Agriculture and Rural Development

The Consumer Price Index is one of the most frequently used of all statistical series produced by Statistics Canada. Directly, or indirectly, it affects us all!

For example, CPI movements are used to adjust payments under social programs such as the Canada Pension Plan; to adjust income brackets and exemption levels used in calculating your personal income tax; for escalation purposes in rental agreements, insurance coverage, alimony and child support payments; in collective bargaining for the adjustment of worker's wages (COLA clauses); as a guideline in family budgeting; as a general indicator of inflation in Canada and between Canada and other countries; in economic research and as a yardstick in evaluating the success or failure of government policy decisions.

Given its wide use, and even misuse, it is important to understand the mechanics of the CPI. This is an attempt to outline the basic construction of the CPI, limitations in its usefulness, and the significance of recent CPI revisions.

What Is The CPI?

In the jargon of economists, the Consumer Price Index is a modified Laspeyres (fixed-weight) Index. What this simply means is that the CPI attempts to measure changes, over time, in the total dollar cost of a typical "basket" of consumer goods and services bought by the average Canadian urban family. For ease in comparing the cost of this basket of goods and services at different points in time, its cost in a designated base time period is assigned a value of 100 (currently, 1971 = 100), while its cost at any other time period is expressed as a percentage of that base period cost. For example, since the cost of the CPI basket in February 1979 had risen by 84.4% since the 1971 base year, the index at the date was 184.4.

A second important reference point in constructing a price index is the weighting pattern, which determines the appropriate relative importance of individual prices in the index. The method used in deriving weights for the CPI is based on periodic surveys of consumer spending patterns by Statistics Canada. These Family Expenditure Surveys seek to determine the proportion of consumer spending that is committed to various kinds of goods and services; these proportions are then used to determine the relative importance of the various prices in the index. To ensure that weights reflect changes in consumer expenditures, and thereby maintain the relevancy of the index, the weights are periodically revised. Since October 1978, the CPI uses a 1974 weight base[1], as shown in Table 1.

TABLE I

C.P.I. Expenditure Weights by Major Component*
1967 & 1974

Major Component	1967 Weight	1974 Weight
All items	100.00	100.00
Food	24.80	21.49
Housing	31.39	34.06
Clothing	11.27	10.12
Transportation	15.18	15.84
Health & Personal Care	4.51	3.96
Recreation, Reading & Education	6.89	8.29
Tobacco & Alcohol	5.96	6.24

** Source: Statistics Canada*

How Reliable Is the CPI?

Construction of a price index as comprehensive as the CPI is a very complex, difficult and expensive task. On the one hand are the statistical problems related to sampling and processing of data. On the other hand are the conceptual difficulties of handling changes in the quality of goods and services, and changes in people's tastes and preferences.

Price collection takes place regularly in some 51 centers, with Statistics Canada employees recording the actual retail prices (including applicable indirect and sales taxes) being paid by consumers for some 650 items, belonging to nearly 400 elementary groups. Over 100,000 retail price quotations are collected monthly and entered into the CPI calculations.

Commodities contained in the CPI basket are also grouped to produce separate price indexes to satisfy particular analytical needs. In addition, a classification which distinguishes goods from services in also provided, with goods further sub-divided into durable, semi-durable and non-durable goods. Separate CPI's are published for 15 major cities. A seasonal adjustment is also carried out at the item level for all items exhibiting significant seasonality.

The monthly CPI is released within two weeks of the end of the month to which it applies. The main vehicles for release of information on consumer prices for Canada and for the 15 index cities are the monthly "Consumer Price Index" and quarterly "Consumer Prices and Price Indexes" publications of Statistics Canada. Users of CPI data also have access to index series stored and updated in CANSIM (Canadian Socio-Economic Information Management System), where current information is retrievable on the day of release of the CPI.

Nancy Cook, B.H.Sc., M.Sc. (Consumer Economics) has taught economics at the University of New Brunswick for 14 years. She has been the director of home economics extension for N.B. Agriculture since 1976 and is a member of the Families & Economy Committee of CHEA.

CPI and the Cost of Living

An index of consumer prices is *not* an index of the cost of living.[2] Back in 1949, the title was changed from Cost-of-Living Index to Consumer Price Index to avoid the misunderstanding, still prevalent, that the index measured all changes in the cost of living. In fact, *the CPI was designed to measure only changes in retail prices of a fixed quantity of goods and services bought by a particular population group during a specified time period.* Currently, the CPI measures changes in the dollar cost of food and non-food purchases made by the average urban Canadian consumer in 1974. It says nothing about changes in the quantity or quality of goods and services they actually buy today. At best, it is only a rough approximation of the prices paid by any one individual or family. Different population groups exhibit different spending patterns and buy different baskets of goods and services. Low-income families are more vulnerable to food price changes; people frequently using cars are hurt more than others by increases in the price of gasoline; even the same family changes its market-basket composition with changes in income or relative prices.

Is the CPI a Good "Index of Inflation"?

No. It is highly unlikely that any single index, regardless of its conceptual and statistical qualities, could reflect all the forces that contribute to inflation. The CPI is limited in population and item coverage; it is an index of retail prices charged by a largely fixed pattern of retail outlets for a select number of consumer goods and services. Though generally applicable to the consumer sector, it certainly cannot be applied validly to measurement of price change in the entire economy.

History of the CPI

One of the features that makes the CPI so popular as a general economic indicator is its long historical continuity. In fact, we have indexes of retail prices in Canada for the period since 1900. The first study, by the Department of Labour, was based on the cost of some 29 food items and 5 fuel and lighting items; prices were gathered in 60 cities and related to the hypothetical budget for an urban working-class family of five. Derived from these data, and the base 1900 = 100, price indexes were published for the period 1900-1940. The Department of Labour also produced a "Cost-of-Living" index with base 1913 = 100. The first DBS (Dominion Bureau of Statistics) index of retail prices also had the base 1913 = 100. In all, separate indexes covering seven different time periods have been produced at approximately ten-year intervals, each incorporating consumer spending patterns appropriate to the period of its use. These are then linked together to form a long-term, uninterrupted historical series.

The Latest (8th) Revision

How will the 1978 revision improve the CPI? Statistics Canada expects five major areas of improvement:

- The importance of updating spending patterns (weights) has already been stressed. Traditionally, CPI revisions have taken place at approximately ten-year intervals. The effect of accelerating rates of price change on spending patterns has made it necessary to shorten this term. In the revised CPI, 1974 spending patterns replace those of 1976.
- Living styles and buying habits are changing. The latest revision updates the "basket" of goods and services to include such items as jogging shoes and cablevision. In total, prices of some 650 items are observed.
- The number of cities where price information is gathered has been increased from 34 to 51. Also, another urban center has been added, to make 15 cities for which separate CPI's are published. This now means that CPI's are published for at least one urban center in each province.
- Population coverage has been expanded from an estimated 40% to 70% of all private household consumption in Canada, by the removal of family size and income constraints. This now excludes only smaller urban centers and rural areas.[3]
- A new automated data processing system has been introduced, to provide greater ease and consistency in data handling and to provide a better means of analyzing the new expanded output. City CPI's, which formerly lagged the national CPI by about 10 days, will now be published at the same time as the national CPI.

All in all, this latest revision of the CPI has incorporated changes which overcome many of the earlier criticisms. Moreover, the new automated data processing system and other new procedures will facilitate future reviews and revisions. For further information, order the new Statistics Canada Reference Paper listed below.•

Où puis-je obtenir de l'information en français sur l'Indice des Prix à la Consommation (I.P.C.)?

Si vous désirez reçevoir des informations courantes sur la situation des prix à la consommation au Canada, il vous suffit de commander les publications de Statistique Canada:

L'indice des prix à la consommation, Révision fondée sur les dépenses de 1974 — Concepts et procédés (no. 62-546 au catalogue)

Indice des prix à la consommation (bulletin mensuel no. 62-001 au catalogue)

Révision de l'indice des prix à la consommation (pamphlet, novembre 1978)

Les commandes par la poste devront parvenir à l'Imprimerie et édition, Approvisionnements et services Canada, Ottawa, K1A 0S9.

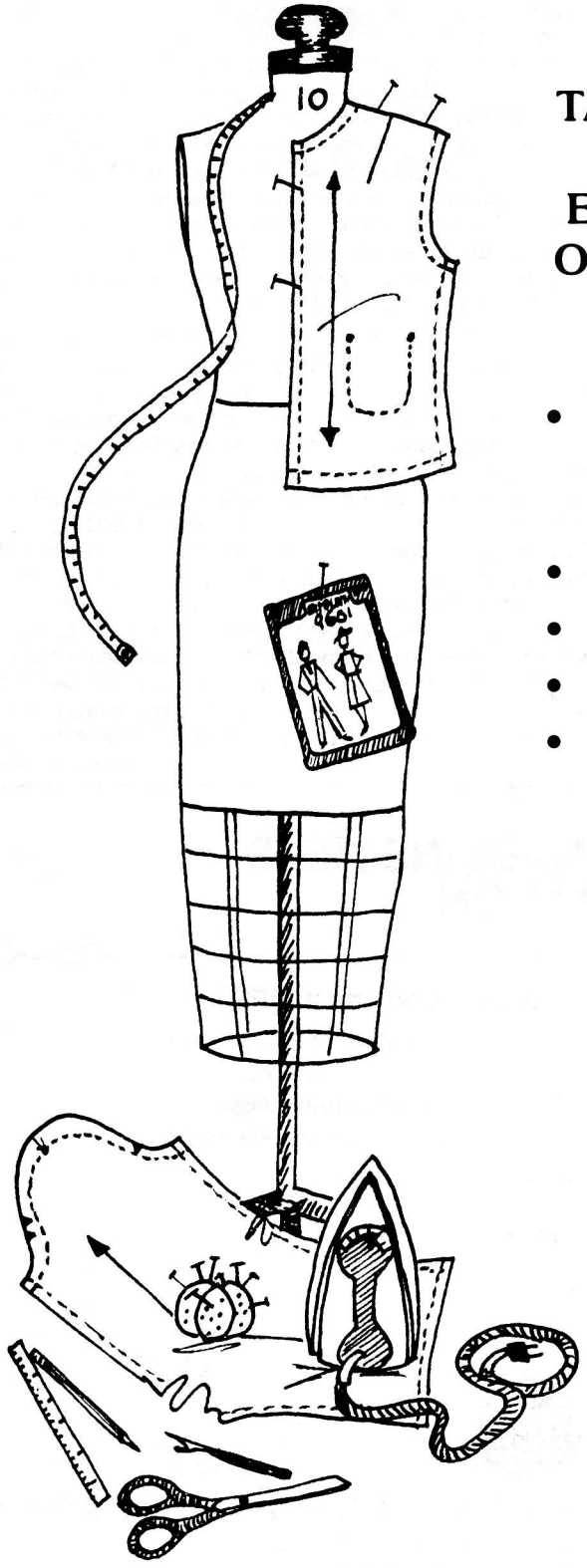
Le rapport de R.M.A. Loyns pour la Commission des Prix et des Revenus est en français aussi:

"I.P.C. et I.S.P. en tout que mesures des changements de prix récents".

Footnotes

1. It is important to note that the time and weight bases are separate reference points in constructing the price index and need not coincide.
2. The term "cost-of-living" is confusing and often misused. Living costs change over time as a result of price changes, but they also change as the quantity and quality of goods and services changes in response to a number of economic and non-economic factors. For a more complete discussion, see Abner Hurwitz, "Constants and Compromise In the Consumer Price Index", American Statistical Association Journal, December 1962.
3. Historically, the CPI has referred to a pilot group which was restricted both in terms of family size and range of income. The 1967 weights, for example, related to expenditures made by families of two to six persons, with annual incomes in that year between $4,000 and $12,000. 1974 expenditure weights, by contrast, refer to all families and unattached individuals living in private urban households in centers of 30,000 or more population.

(continued on page 144)



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THE CONSUMER PRICE INDEX (continued from page 142)

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Errata Notices:

In the Volume 29, No. 2, Spring 1979

* *page 87* under Honorary Awards, the name of Miss Katherine Fisher of New York City (formerly Stratford, Ontario) was omitted from the list of six Honor Award recipients. She received her award in 1956.
* *page 104* under Happenings please note that Josephine Martin who died January 17th, 1979 was a life member of CHEA.

IN MEMORIUM (continued from page 116)

Dr. MacArthur was recipient of the Coronation Medal in 1953, the Centennial Medal in 1967 for outstanding service to the nation and the Manitoba Centennial Medal in 1970 for contribution in the field of dietetics and for improving the welfare of those who are disabled. The Central Western Division of the Canadian Paraplegic Association awarded her their 1970 Merit Award for "outstanding efforts to enhance the role relegated by society to those who are disabled."

In July 1972, Governor General Roland Michener came to Deer Lodge Hospital for a private investiture, bestowing on her the Medal of Service of the Order of Canada "for her contribution to various community services, chiefly as a volunteer, including her efforts to secure, for handicapped electors, the right to vote by mail."

The 10 years that Isabel spent in a semi-paralyzed condition in Deer Lodge Veterans Hospital must have been exceedingly hard for someone with her keen interest in life. But she made it her home. Her room was bright with flowers, her medals, citations and family photos. She enjoyed letters, cards, phone calls and, until her strength waned, personal visits from her wide circle of friends. She remained always concerned in the progress of home economics at the University, the well-being of students that she had taught and the development of the professional associations for which she had worked. To quote from one of her Christmas letters "as one door closes, another one opens to make use of one's efforts". Her interest in dietetics and education prompted her to establish a trust fund for an annual lecture and since 1975, the Isabel MacArthur Lecture has been a part of the continuing education program of the Dietetics Association of Manitoba.

Elizabeth Feniak

FOR HEALTHFUL LIVING CANADIANS NEED SOUND NUTRITION INFORMATION

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Abstracts of Current Literature

submitted by
College of Home Economics
University of Saskatchewan

The effects of instruction in consumer education academic units on consumer economic proficiency.

F. W. Langrehr, and J. B. Mason.
1978
Journal of Consumer Studies and Home Economics, 2: 161-174.

At the present time there is an interest in consumer education programs in the school system. Proponents state that adequate consumer education increases ability to cope with the complex market place and reduces the need for consumer protection legislation. Many argue for compulsory instruction of all students; others say that the more highly intelligent students or ones from a higher social class will pick up consumer economic competency without exposure to formal class instruction.

Langrehr and Mason compared high school students in Illinois (which state requires students to take either consumer education or economics classes) with students in Alabama who have no exposure to these classes. A detailed, carefully controlled study was developed to consider variables such as whether consumer education classes are better than economic classes in developing consumer economic competency; whether differences such as social class membership, post high school career plans and sex of the student had any bearing on consumer economic competency.

The researchers administered the "Consumer Information Test" (developed by the Kansas State Board of Education) as a pretest to all groups of students. This established prior level of knowledge. Students were again given this test towards the end of the same semester. Scores from standardized intelligence tests were used to control for intellectual ability. Social class membership of the groups was determined. Covariance variables were used to eliminate the effects of variables that could not be controlled.

Findings of this research showed that those who studied basic money management skills gained more economic competency than those who were enrolled in basic conceptual economics classes. Significant differences were demonstrated for social class, post secondary career plans and sex of the student. The authors felt that most benefit could be gained by a lower social class male student who did not plan to attend university.

Margaret Crowle

World Conference on Vegetable Proteins

Y. Attiyate
1979
Food Engineering, 51: e f 3

Food processors are using increasing amounts of vegetable proteins to improve the nutritional value and organoleptic properties of foods. Many interesting projects were reported at the world conference on vegetable proteins held in Amsterdam in October 1978.

In the meat industry, soy protein isolates are added to the brine which is then injected into the muscle tissue of such large meat cuts as hams or poultry. Yields of cooked products can be increased by 10-20% and the finished product contains 1-3% soy protein. The augmented meat can also be used coarsely ground in corned beef, chopped ham, luncheon meat, and sausages. Vegetable proteins are added to flaked or minced fish which is then used for fish sticks, patties, and salads. Soy protein isolates in meat products improve their water or fat-binding, emuslifying, and gelation properties. The products have good chew and mouthfeel, and improved succulence.

Coffee creamers and whip toppings use isolated soy proteins because they have many of the chemical and physical properties needed in dairy products. Not only are they less expensive than animal products, but also they have good functional properties (whipping capability, viscosity control, emulisification, and emulsion stability). They are used in four types of whip toppings: aerosol, liquid, frozen, and prewhipped. In yogurt, soy isolates are being investigated to replace other stabilizers. They increase the viscosity, gel strength and protein content. Soy-based infant formulas have been significantly improved over the first ones available, a special advantage for infants allergic to milk. A very recent application is in ice cream, where development work is still in progress.

Vegetable protein flour increases the protein in bread, bakery products, and snacks. Among the protein sources used are soy flour, wheat gulten, peanut flour, cottonseed flour, and rapeseed protein concentrate. The products need dough improvers to compensate for volume loss, a small price to pay for improved nutritional quality.

Marilyn Steel

The education of women: protection or liberation?

R. Bornstein
1979
Educational Leadership *36: 331-337.*

Although home economists are concerned with the education of both females and males the majority of our students are female. Bornstein states that our expectations of women are still narrow.

The deprivation of women from education in the United States is reviewed from the mid eighteen hundreds. Bornstein notes that girls are not trained to responsibility, work, and power as are boys. The needed characteristics for a managerial role: emotional stability, aggressiveness, leadership ability, and self reliance are

not nurtured in women as they are in men.

Bornstein criticizes American child rearing and educational practices for the lack of physical vigor, aggressive curiosity, and risk-taking in females.

The scenario of Emma, a composite of many women, based on research is written. It is the story of a girl discouraged from climbing trees, working with numbers, reading. Instead she is encouraged to go to college, become a file clerk, marry, divorce and become a file clerk again.

Bornstein insists that we must answer the question: Why are women in school? Women do not always have someone around to take care of them. They do work because of economic need.

Nine areas that require attention in order to change the education of women are listed: Teachers should become aware of their stereotyped attitudes and behavior. Women should be informed of their rights and responsibilities. Female students, teachers, and administrators should be supported in non-traditional career opportunities. Community support should be sought to encourage women. Resources on sex bias and methods to eliminate sex bias should be available to all teachers. Research is needed on sexism in education. Sex bias in curriculum materials should be identified. Information about the history and contributions of women should be incorporated into courses. Teachers should be trained to analyze their interactions with female students for possible sexist practices.

Bornstein concludes with a reminder that courage, daring, intelligence, strength and pride will build self confidence — all needed in the struggle by women to survive.

Wanda Young

Cross Modality: delivery of health services through non-professionals.

C.L. Modrow, R. E. Darnell
1979
Journal of the American Dietetic Association, 74: 337-340.

"Cross-modality (C-M) is a system of health care delivery which emphasizes the role of a key person in providing therapeutic and habilitative services." Originally, professionals were used in the key role. Current response to political, social and economic pressures in society has led to the use of non-professional, basic care attendent who becomes the "primary deliverer of services (PDS)". The C - M system was also conceived as an innovative means to provide health care to mentally retarded persons in institutions.

An interdisciplinary team which included a registered dietitian, occupational therapist, physical therapist and speech pathologist from the Institute for the Study of Mental Retardation and Related Disabilities worked on a pilot project to initiate the C - M system in three Michigan institutions for mentally retarded. The team provided instruction, assistance and consultation. After the initial training period, the level of involvement of team members varied with the institution. In each institution responsibilities of non-professionals were expanded and the professional's role changed from providing direct therapy to teaching and consulting. Thus, many residents could receive competent care and therapy from trained non-professionals, who could consult with professionals, but fewer residents would receive direct care from professionals.

One key person, an attendant, was chosen as PDS in the rehabilitative program for each resident. The PDS has continual contact with the residents, knows their capabilities and how to get the best response from him. Each PDS was trained by classroom presentations and demonstrations, and given tools to assist in how to evaluate and priorize resident's needs, propose plans to meet those needs, and to carry out intervention strategies. Areas considered were: gross motor development, perceptual skills, communication abilities, feeding, dressing, social skills, nutritional status and skeletal screening.

The PDS evaluated the resident and recorded the results on a developmental profile (graphic picture of pattern of development). Overall developmental level and areas of weakness were easily identified and a problem-centred approach to rehabilitation could be devised.

Implementation of a system such as C - M can yield positive results where the PDS's are motivated and receive good administrative support. It cannot change attitudes of attendants who want to provide maintenance care and not become involved. Overall, the C - M system can provide more effective care, cost benefits and may be the means of delivery for certain dietetic services in specific situations.

Heather E. Maclean

What future for the professional in American society?

A. Yarmolinsky
1978
Daedalus 107: 159-174

Groups and individuals strive to be professionals, defined as persons with special knowledge, skills, resources, and responsibilities. Yarmolinsky notes that the status of the professional is declining.

The status and privileges of the professional are threatened today by the proliferation of knowledge, the growth of bureaucratic institutions and the spread of democratic ideas and ideals.

The broad knowledge base has increased the number of schools and students. Due to specialization the competence of the professional is less likely to match the clients problems. Professionals get their clients by referral.

Bureaucratic institutions result in a new role for the professional, the professional manager who focuses on means rather than ends. This focus on means is also caused by many bureaucratic tools available. Professional organizations make it easier to maintain standards. An increase in paraprofessionals separates the professional from the client. Constraints are placed on the professional's life.

The future role of the professional depends upon the human qualities possessed. There will be tension as a professional manager. The professional will need to apply knowledge from one area to another; to use knowledge banks; to use statistical measures; to work effectively with the client; to work in a team; to listen more attentively; to explain more carefully to other professionals, clients, and the public; to live a dual role. If obligations to the client and obligations to the intellectual traditions of the profession can be balanced professionals will retain their status.

Wanda Young

Book Reviews

GROWING UP DEAD by Brenda Rabkin. Toronto: McClelland and Stewart Limited, 1978. p. 188; Paperback $7.95.

Ms. Rabkin, an experienced broadcaster and journalist, has used case studies of adolescents who have attempted suicide to try to explain or at least to gain some understanding as to why suicide is now considered to be the leading cause of death among young people. The one exception in the case studies is that of Peter Walker, who succeeded and who left detailed journals and poetry in an attempt to explain his action.

This is not, as one might be inclined to think, a depressing book. Brenda Rabkin states in her introduction: "If in writing this book I have betrayed a bias towards life, towards coping, I have no rebuttal." The young people whom she interviewed wanted to share their experience so that others could learn from their pain, and perhaps find some insights and comforts of their own. To quote one 18-year-old contributor: "I want to reach out to people now the way others reached out to me when I needed it."

I believe this book should be required reading for parents, teachers, doctors, social workers — anyone who is in close contact with young people. I also believe it will be of great interest to young people themselves. It is written at a reading level most high school students could easily comprehend.

Reviewed by:
Barbara C. MacDougall, B.Sc., B.Ed., M.Sc.
Specialist, Family Life and Sex Education
Calgary Board of Education

CLOTHING DESIGNS FOR THE HANDICAPPED by Anne Kernaleguen. Edmonton: The University of Alberta Press, 1978, p. 271, $15.

This well-written, thoroughly researched book provides an extremely comprehensive coverage of the subject matter. The opening chapter describes problems which can so easily be alleviated by adjustments in clothing. In later chapters, the use of excellent pictures and drawings makes even the most complex clothing design become easily understood and easy to construct.

The book provides numerous alternatives of very *workable* ideas for each problem area (be it specific garment or physical limitations). Directions for alterations are well laid out and diagrams are clear and explicit. Ideas for independent and assisted dressing are included as well as interesting eating aids and children's toys.

Only a few areas show some inadequacy: aid for putting on socks and shoes, and the arm sling.

The book would be useful to the handicapped person's family. A Red Cross worker would be able to handle any request for clothing alterations or design with the help of this book.

Reviewed by:
Adele Roberts, Occupational Therapist
and Donna Delves, Red Cross Vounteer, Calgary

THE SUPER SWEATER IDEA BOOK. Gail Brown and Gail Hamilton. New York: Butterick Publishing, 1978. p. 216, $6.95.

The authors have not presented new materials or approaches to the subject of knits but have pooled together and updated relevant ideas. The book is concise, comprehensive, contains important summary points and is easy to follow. Illustrations, as well as color photographs, enhance the simplistic view of this paperback.

Contents include: fabric and pattern selection (which has an excellent chart of fibers used in knit fabrics), getting ready to sew (fabric preparation, cutting, marking, machine setting), sweater sewing (short cuts, seaming, finishing, closures, care), sweater design workshop (decorative tips, variations), hand knitting and crocheting (tools, selections, basics), recycling old sweaters and a craft section.

The authors intended that the book be used by "timid beginners to the confident veteran". Personally, I would judge the book useful to high school students, home economics teachers, and the interested layperson. It could also be used as a reference for Clothing and Textiles classes.

Reviewed by:
Lorraine Romank
Edmonton

FOOD AND PEOPLE. by Miriam E. Lowenberg, E. Neige, Todhunter, Eva D. Wilson, Jane R. Savage, and James L. Lubawski, Toronto: John Wiley, 1979. p. 382; $14.95.

This book was written for a university or college student with no previous background in physical or chemical sciences. It makes no attempt to cover the basic principles of nutrition, but rather aims to stimulate the reader on the importance of food and nutrition personally and intellectually. In this reviewer's opinion the book provides a stimulating coverage of community and world nutritional history but it is written at an intellectual level rather than a personal level.

The first four chapters present excellent historical information on how people fed themselves through the ages. However one tends to become somewhat lost in the detail. A chapter highlighting the major nutritional discoveries which have brought us to our present state of knowledge is concise. A discussion of the five major religions of the world shows the "profound influence of religion on people's dietary practises and customs". Another chapter presents an overview of the influence business has on people and the food they eat, as well as the background context within which business operates. Chronic hunger,

malnutrition and major international organizations aimed at improving nutrition are examined in considerable depth historically and currently in the last three chapters.

This book is written in the United States, and although most of the information is pertinent to Canada as well, the Canadian reader must be aware that a few differences do exist in history, culture, business influence and government legislation.

Particularly noteworthy features are the topics for further investigation, suggested readings, the clear simple writing style, and the well documented historical detail. This book would make an excellent reference book for a university or college library, and for the personal bookshelf of a teacher of nutrition, health or social studies.

Reviewed by:
Beulah M. Barss, B.H.Sc., M.A., R.D.
Calgary

SLASH YOUR ENERGY BILLS, by Allen Lawrence, San Antonio, Ambiente Environmental Concers, P.O. Box 13622, San Antonio, Texas 78213, 1977; p. 33; $2.50; $1.65 for institutions.

Allen Lawrence has included very comprehensive information on methods of conserving energy. He deals first with the increasing need for energy conservation and suggests it is time to examine our true *NEEDS* and alter some well established habits to slow down our continued energy gobbling.

Some of his advice is controversial and may be questionable. He tends to oversimplify the energy picture. His rejection of nuclear power as an alternate source may be unrealistic as is his reliance on wind and sun to solve energy demands.

Lawrence goes through the entire house with conserving suggestions. He also deals with driving habits and indirect energy costs. The material is concisely presented and easy to read. The book is delightfully illustrated although there is a good deal of wasted space. The size, 11" X 11" is awkward. The tables on energy consumption of household appliances are useful. There are some suggestions that are debatable and unrealistic but there are a number of good points.

The book is designed for the American public and has definite American concerns. It is written in such a way that the adult reader can enjoy and profit from it but it would also be suitable for junior and senior high school students. In fact the publisher offers special quantity prices to school and libraries.

Reviewed by:
Marjorie Halliwell, B.Ed., Home Economics
Customer Relations Advisor
City of Calgary Electric System

INFANCY: ITS PLACE IN HUMAN DEVELOPMENT. by Jerome Kagan, Richard Kearsley and Phillip Zelazo. Cambridge, Massachusetts: Harvard University Press, 1978. p. 462; $17.50.

This exciting book on infant development reports on a six year experiment to determine the effects of group care outside the home on the young child's psychological development. Three pre-suppositions of modern pscyhological theory are addressed and tested: the influence of early experience, continuity in development and the centrality of the mother-infant relationship.

This work will probably be considered a classic work in infant development. Using a carefully designed longitudinal instrument it studied infants between 3½ and 29 months of age who were being cared for in two different settings: group day care and regular home care. It sought to answer some of the questions that have haunted mothers of infants who have either chosen to return to work or have found it necessary to return to work. Will my child become more attached to his substitute caretakers than to me? Will my child develop differently because he or she spends more time in day care than with me? Do the experiences during the first year profoundly influence future development?

The data were in many ways surprising. No support was indicated for the notion that quality group care outside the home has important effects on an infant's development. Maturational factors and the nature of the events was more important in growth patterns for attentiveness and reaction to discrepant events. Regular contact with other children in day care did not influence the degree of apprehension, responsiveness or tendency to be cooperative with a new child. No differences in attachment to mother was noted between the two groups. The authors conclude that "a child's attendance in a quality day care center staffed by conscientious and nurturant adults during the first 2½ years of life doesn't appear to produce a psychological profile very much different from the one created by rearing totally in the home." (p. 260)

Reviewed by:
Dianne K. Kieren, Ph.D., Family Studies Division, University of Alberta, Faculty of Home Economics, Edmonton.

PREGNANT AND ALONE by Anne Ross. Toronto: McClelland and Stewart Limited, 1978. p. 144; Paperback $5.95.

The author has dealt factually and with sensitivity with a subject which many avoid discussing; i.e. all aspects relating to the human reproductive system. I believe it is important for the reader to know that the author, Anne Ross, R.N., R.T., has for many years been associated with a clinic in Winnipeg which pioneered counselling women in the use of birth control.

The author has skillfully combined accurate information about the menstruation cycle, conception, and a number of methods of birth control with compassionate case studies which relate to the need for this information. The dilemma of abortion, together with an historical perspective and facts about the current legal status of abortion in Canada today, is included. Also included is a "Further Reading" list which contains a section on "publications of professionals" as well as the addresses of provincial and territorial head offices of the Planned Parenthood Federation of Canada.

This book would be of great interest to high school students, their parents and teachers, and is eminently suitable for such intended readers.

Reviewed by:
Barbara C. MacDougall, B.Sc., B.Ed., M.Sc.
Specialist, Family Life and Sex Education
Calgary Board of Education

New Publications and Visuals

CHILD DEVELOPMENT RESOURCES

Play Leadership Kit

A new kit designed to help train play leaders in their work with children at playgrounds, day and summer camps, YM-YWCA's, and community centres is now available from the Canadian Council of Children and Youth.

The Play Leadership Training Kit comprises 10 booklets covering the following topics:

Planning and Training Event: ideas and information on design, resource personnel, goal-setting and evaluation required for training programs.

Play, Growth and Development. Leadership. Communication Interpersonal Relationships. Problem Solving. Community Involvement: core topics to help leaders understand children and play, child development and communication.

Training Exercises and Games: an indexed and cross-referenced booklet which includes information on games and simulation exercises.

References and Resources: films, books and pamphlets are listed as suggestions for further reading and resource material. For further information, contact:

Jane Knight
National Task Force on Children's Play
323 Chapel Street
OTTAWA, Ontario K1N 7Z2

Watch Me Grow

Baby-watching, one of the pleasures of being a parent, is a necessity if you want to be aware of developmental progress in a child.

Watch Me Grow is a colorful, eye-catching, poster (11 inches wide and 4 feet long) designed to help parents detect unusual delays as their child grows from one month to six years of age. As a child learns to walk, talk, feed or dress, a parent can check the progress from typical developmental stages on the chart.

The poster includes a growth chart to keep a record of the child's height, weight and age. As the child grows old enough to identify shapes and colors, the alphabet and large numbers will be an additional learning aid.

Not all children develop at exactly the same rate or in the same way, but the American Occupational Therapy Foundation is interested in helping parents discover unusual delays so a child can be helped at an early age. Hang the poster in a child's room as an attractive reminder of some "basics" to keep in mind.

"Watch Me Grow" is available for $1.00
100 - 999 at $.75 each
1000 or more at $.50 each

Order from:
American Occupational Therapy Foundation Inc.
6000 Executive Blvd.
ROCKVILLE, Maryland 20852

Day Care Information

Publications are available free of charge and in unlimited numbers from the:

National Day Care Information Centre
Social Service Programs Branch
Health and Welfare Canada
612 - Brooke Claxton Building
Tunney's Pasture
OTTAWA, Ontario K1A 1B5

NUTRIENT VALUE OF SOME COMMON FOODS — revised 1979

"Nutrient Value of Some Common Foods", Health and Welfare Canada has been revised in response to the growing interest of Canadians in the nutrient content of their food.

As a result of work with consumers and various interested agencies, the booklet has now a different outlook. Additional foods and nutrients have been incorporated. The booklet comprises over 600 food items and four additional nutrients — cholesterol, sodium, potassium, folic acid. A separate table of dietary fibre content of selected foods and the Recommended Daily Nutrient Intake Table from the Dietary Standard for Canada are also included. The description of foods in household measures is presented in suitable metric terms.

"Nutrient Value of Some Common Foods" is a simple, easy-to-read nutrient composition table of most commonly consumed foods. Public health workers and educators will find it particularly useful in nutrition education programs.

Free Copies available from:
Provincial Health Department/
Local Health Unit
or
Health Promotion Directorate
Health and Welfare Canada

VALEUR NUTRITIVE DE QUELQUES ALIMENTS USUELS — revision, 1979

En réponse à l'intérêt croissant des Canadians dans la valeur nutritive de leurs aliments, la brochure "Valeur nutritive de quelques aliments usuels", Santé et Bien-être social Canada fut révisée.

Nous y avons ajouté des aliments et des éléments nutritifs à la suite d'un travail effectué avec les consommateurs et divers organismes. La brochure comprend au-delà de 600 aliments et 4 éléments nutritifs additionnels: le sodium, le potassium, le folate et le cholestérol. La teneur en fibres alimentaires de quelques aliments est présentée dans un tableau respectif. On y a également ajouté le tableau des apports quotidiens d'éléments nutritifs recommandés tiré des "Standards de nutrition au Canada." La description des aliments en portions usuelles est présentée en unités métriques appropriées.

Cette table de valeur nutritive des aliments de consommation courante s'avère une référence fort utile pour les Canadiens. Les travailleurs en santé publique et les enseignants apprécieront davantage cette publication dans leurs programmes d'éducation en matière de nutrition.

Pour exemplaires gratuits s'adresser à:
Ministère provincial de la
santé/Unité sanitaire locale
ou
Direction de la Promotion de la santé
Santé et Bien-être social Canada

Beautiful Teeth

A new pamphlet on snacking and dental health has been prepared by the Preventative Dentistry Department at the University of Toronto.

"Everyone knows that brushing teeth is important. Everyone knows that sugar *rots* the teeth. But how many people know what really happens to the teeth when we eat sugar." This pamphlet explains the decay process and makes positive suggestions.

"Beautiful Teeth" is available for $.50
24 - 49 copies $.20 each
50 - 99 copies $.15 each
100 or more $.10 each

Order from:
Missing Link Press
P.O. Box 7062
Postal Station E
LONDON, Ontario N4Y 4J9

ENERGY CONSERVATION RESOURCES

A set of three slidefilms on energy conservation has been prepared by a Nova Scotia resource team. The slide sets were produced to help all of us save energy today so we will have energy tomorrow.

They are suitable for use in schools and at meetings, displays or conventions.

Keep The Heat In

This 50 frame slide-film is a how-to description of keeping our furnace heat in the house. The color illustrations and sound track show viewers where heat is typically lost from a house and how to prevent it. Topics covered include the types of and how to apply insulation; the energy saving of storm windows and doors; the practical use of caulking materials and weatherstripping; furnace maintenance and care; plus many more useful facts. As the film emphasizes, "Keep the heat in — we can all do it".

Energy Saving At Home

This 45 frame slide-film is filled with suggestions on how to reduce the average homeowner's energy bill. Dynamic illustrations, with commentary, show viewers how to save energy dollars in the kitchen and laundry, how to reduce the use of hot water heating, and electricity for light blubs, and many practical tips that could save millions of barrels of oil every day.

On The Road . . . Energy

This 40 frame slide-film is a must for everyone who drives a car. It is laced with suggestions on types of cars to buy, better driving habits, and better car maintenance. The illustrations and commentary are easy to follow. The slide-film asks viewers "how are you doing saving energy on the road . . . after all — it's your money."

Each slide set retails for $125; or the three sets can be purchased for $350. A 30 day preview is allowed when ordering the slide sets.

Order from:
Audio Visual East
2745 Dutch Village Road
HALIFAX, Nova Scotia B3L 4G7

Answers To Your Energy Questions

Answers To Your Energy Questions is a publication briefly discussing the future of energy in Canada. It is available from:
Office of Energy Conservation
Department of Energy, Mines and Resources
OTTAWA, Ontario K1A 0E4

October is International Energy Month. Planning activities are now underway so look forward to announcements of events from government agencies and utilities.

Eat Better — Live Better

Its encouraging to see large companies taking a more active role in consumer education. A good example is the unique nutrition promotion developed by Kellogg Salada Canada Inc. in co-operation with Health and Welfare Canada.

The promotion Eat Better-Live Better has been designed to increase consumers' awareness and knowledge of nutrition. Government nutritionists reviewed the featured products and the materials used in the free consumer kit to ensure that nutritious products and accurate information were being provided.

The consumer kit contains *Shopping For Food and Nutrition,* a publication produced jointly by Health and Welfare Canada and Agriculture Canada. Kellogg Salada reprinted the booklet and developed recipe leaflets entitled *Breakfast and Whole Grain Cereals* to complement it. The leaflets provide nutritional information on the recipes and show how to use them in meals based on Canada's Food Guide. A shopping pad is also provided for the convenience of the consumer, as is a listing of Kellogg Salada recipe and information booklets.

For more information contact:
Jean King, Manager
Nutrition Education Programs
Kellogg Salada Canada Inc.
6700 Finch Avenue, West
REXDALE, Ontario M9W 5P2

Extra copies of the 40th Anniversary issue of the *Canadian Home Economics Journal* (Vol. 29, No. 2, Spring 1979) are available for $3.50 from the CHEA National Office, 151 Slater St., Ottawa K1P 5H3.

rayons and paper. But there really wasn't room for them to pread out anyway. Janna had begun to fidget. She stood up n the chair and peered out the window at the passing traffic. he nurse appeared at Carl's side and firmly suggested that anna not stand on the furniture. Malcome was still quiet, ntently observing the lady beside whom he was seated. Suddenly he burst out "My name's Malcome." The lady's eyes brushed over him and returned to her magazine. In the silence Malcome's small voice seemed to boom. "What's your name?" he tried again. Carl could feel the chill of the woman's reaction. He reached for Malcome and drew him onto his lap directing his attention to the pictures in the *Maclean's*. As he tried to interest Malcome in the funny man in he picture, he silently prayed that the doctor would not be much longer.

Scene Four: Schools

Jimmy was puzzled. He really had tried — tried very hard. Why was Miss Johnson angry with him again? "This is ust as messy as the first time you did it! I'm afraid you'll just have to stay here until it's done properly." Jimmy sighed. He knew that he would be getting home late again and would have to tell his mother that he had to stay again to redo his work. It wasn't that he didn't know the answers. He just couldn't seem to print the way the teacher thought he should. No matter how hard he tried, it never seemed to turn out right. Anger and embarrassment flushed his face as he heard Martin snicker behind him. The teacher had passed her attentions to the other side of the class and she didn't see Jimmy as he shreaded his worksheet into small, violent bits.

The Plot Thickens

So many more scenes can be constructed which a 1979 Energuide Directory of Refrigerators. The directory lists all refrigerator brands and models available in Canada and their kW.h rating. Care must be exercised that products of comparable size and features are compared when using the ENERGUIDE label. Energy consumption will be affected by the size and features offered.

METRICS

Beginning July 1, 1979 food stores in Sherbrooke, Peterborough and Kamloops will begin selling all products including meat and produce, in metric units. On January 1, 1980, several larger cities, including Calgary, Edmonton, Victoria, Ottawa, and Winnipeg will begin metric merchandising, and by 1982, all food advertising in Canada must be in metric units only.

CONSUMER AIDS

Consumer and Corporate Affairs Canada has begun a new service in the Victoria and Vancouver areas — **INFOTEL**, a phone-in consumer report. The department has prepared 135 tapes of buying tips on subjects such as food, baby products, insurance, and furniture. Volunteers staff the phone lines, playing the tapes in response to consumer requests for information on a particular product. The system will be tested for six months.

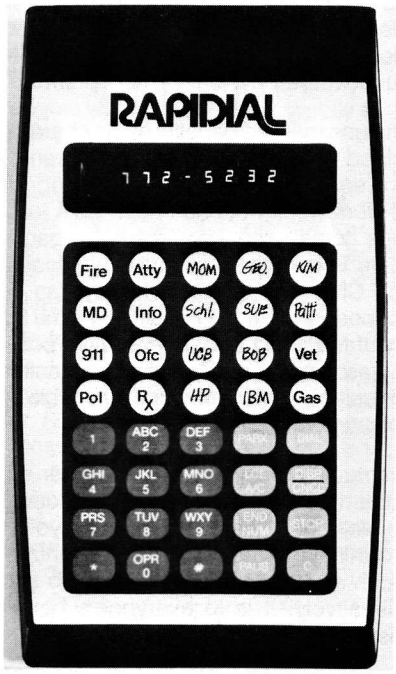
Consumers in Miami, Florida have a new service to inform them of the best food bargains. The Consumer Computer Project, supported by Dade County, collects data on the weekly food specials of seven supermarket chains, and each week prints the cost per unit at each store, and what the product sold for one week and one year ago. The computer program also produces 30 nutritionally-balanced menus, based on the lowest-priced foods of the week, and can compare menu costs at different stores. The printout for one grocery store is mailed to 33,000 customers weekly at no charge; complete printouts are stored in Miami public libraries.

It's great to see technology being adapted so it's an aid to consumers. With the piloting of video phones in 35 Toronto residences, one wonders what is ahead for consumers as a result of picture transmission by phone.

Another new advance is the **RAPIDIAL AUTOMATIC TELEPHONE DIALER.**

The Rapidial automatic telephone dialer is the size of a hand held calculator yet it brings space age technology to the office desk or home telephone. Portable and installed in seconds the Rapidial stores twenty complete telephone numbers including area codes in its memory bank. Each number can be activated at a single touch — an internal speaker lets you hear your party answer or a busy signal before you even have to pick up the receiver.

The business person saves valuable time on frequently placed calls to clients and suppliers. The homeowner is comforted by knowledge that emergency assistance is only a touch away.



The dial phone is turned into a touch-tone phone for all unprogrammed numbers.

For further details and where to buy contact:
Len Finkler Ltd.
25 Toro Road
DOWNSVIEW, Ontario M3J 2A6

CREATIVE EMPLOYMENT ALTERNATIVES — THE BEST OF BOTH WORLDS?

An article by Nancy Craig in the last *CHEA Journal* sparked some interest in the concept of job-sharing. For the four Alberta home economists described in Nancy's article, job sharing seemed to be an enjoyable, worthwhile experience. Two Manitobans, Nancy Perozzo and Patti Clark, would like to add their heartiest endorsement to the idea.

Patti and Nancy have been sharing the responsibilities of a community home economist's position for nearly a year. Their initial proposal was motivated by a desire to spend some time on home-related and personal activities while still enjoying a satisfying career. They put their heads together to develop a number of reasons why their employers should consider such an arrangement and came up with the following ideas:

- In view of economic restraint, the shared position takes a creative approach to more efficient utilization of available manpower. Patti's expertise is in nutrition and Nancy's is in money management, a combination which it was felt could maximize the quality of service without additional cost.
- With the current high rate of unemployment across the country, it was suggested that job-sharing might be considered by many to be a viable way of "equalizing", and keeping more employees in the work force.
- In a professional home economist's job much "thinking time" occurs during off hours. The shared position receives the benefit of two persons' off hour thinking and planning time.
- As with many social service-oriented positions, the work load often becomes very taxing. In dividing the work load in half, it is possible to sustain the intensity without adverse physical or mental strain.

One of the unexpected benefits of the shared position has been a decided increase in professional and community contacts which enhance home economics programming. With a decreased work week Patti has been able to devote more time to various home economics-related organizations (e.g. Manitoba Home Economics Association, Canadian Association for Young Children). Similarly, Nancy has been able to accept a term position with the Faculty of Home Economics at the University of Manitoba and an executive position with the Consumers' Association of Canada — Manitoba Branch. These opportunities have provided valuable career and personal contacts for Nancy and Patti.

There are many ways to approach career-sharing. If it is a concept that interests you why not spend some time developing a well documented proposal of your tailor-made idea. Forward-thinking employers will recognize the intrinsic benefits of such arrangements and will try to accommodate them administratively. It is to everyone's benefit to shape efficient, satisfying and flexible careers.

Reprints of research and general articles are avaialble
Minimum: 100 copies
Orders must reach the business manager's desk within 30 days of publication

may need to make moves toward group action. It may require a group of people to apply sufficient pressure on airline companies, or shopping centers or bus systems to make more adequate provisions for children.

Fortunately, many of the needed changes can come about without large expenditures. The costs are primarily in time and effort on the part of the individuals and groups who are convinced that action is required.

The Final Curtain

To live in a world surrounded by people who, in small ways, continually suggest that you are somehow a lesser being simply because you are black, or disabled, or elderly, or female, or a child produces a pain which is not easily erased. Black, the elderly, the disabled, the women — all are able to shout about violations and be heard. But children are often unable to speak up on their own behalf, to organize into pressure groups which are eventually heard. Often we must act as their voice and convince others to listen.

Legislation can be improved to protect children against gross violations of their human rights. But I am convinced that only changes in our day to day living with children will produce lasting effects enabling all children to lead healthy lives as members of society.

I am very much afraid that the curtain will fall on 1979, ending a celebration which has left no lasting mark, and which has made no difference to our children who will be unaware that the International Year of the Child has ever occurred.•

POSITION

FAMILY STUDIES/HOME ECONOMICS EDUCATION

The Home Economics Department of Mount Saint Vincent University invites applications for an academic position effective July 1, 1979, in Family Studies.

The candidate we seek will be able to provide leadership in expanding the undergraduate Family Studies program and contribute to the Master's program. Responsibilities will include teaching courses in Family Studies and Home Economics Education, developing a practicum in family / community services, guiding thesis and research. The applicant should have specialized preparation in human development and family dynamics and high school teaching experience. A Ph.D. is desirable. Salary and rank dependent upon qualifications. Applications will be received until the position is filled.

Interested candidates should submit their curriculum vitae, transcripts and names of three references to:

Dr. Marilyn E. McDowell,
Chairman,
Home Economics Department,
Mount Saint Vincent University,
Halifax, N.S.
B3M 2J6

Happenings

Margaret Bennet-Alder, Co-ordinating Director of La Leche League in Canada and a member of CHEA since 1951 was one of 42 Canadians who received the **Lifestyle Award** from Health and Welfare Canada on January 23, 1979, in recognition of their contribution to the development of positive lifestyles. The Lifestyle Award Program is part of Health and Welfare Canada's working philosophy which encourages all Canadians to assume greater responsibility for their own health and well-being.

La Leche League in Canada, part of an international organization that provides information and encouragement to women who want to breastfeed their babies, was first organized by Margaret Bennet-Alder. "Because of her leadership . . . countless mothers are able to relate more closely with their children, promoting their health and emotional security". Mrs. Bennet-Alder is a home economics graduate of the University of Western Ontario and taught for several years at Downsview Collegiate in North York.

Judy Buzowetsky of Saskatchewan was awarded the **Certificate of Merit** as an Outstanding Woman of Canada. The Outstanding Young Men and Women of Canada Program is based on the idea that our progress as a nation depends on the progress of individuals within our communities. It is designed to recognize young men and women between the ages of 18 to 40 who have distinguished themselves in their chosen careers as well as in civic work. Judy is a home economics teacher at Weyburn Junior High School, Saskatchewan.

Lynda Diener, M.Sc., nutrition specialist in the Home Economics Directorate, Manitoba Department of Health and Social Development, Community Services Division, has won the $1,500 **1978 General Foods Award** for Excellence in Nutrition Communication. Since 1976, Ms. Diener has been instrumental in teaching Manitoba teachers how to get the nutrition education message across to children from kindergarten age to grade six through workshops explaining her "Food for Thought" program. She also launched a low-calorie cooking course and has co-hosted a television program, "The Seniors' Hour", to aid senior citizens in cooking simple, low-cost and nutritious meals.

General Foods, Limited introduced the award for Excellence in Nutrition Communication in 1974 to encourage and recognize excellence in providing the Canadian public with sound and practical nutrition information. Last year's recipients was Rita Mulroney, Assistant Director of Dietetics at Victoria Hospital, Halifax.

The annual convention of the **Saskatchewan Home Economics Association** was held in Saskatoon, April 27 and 28. It focused on some aspects of the International Year of the Child, with the theme being "Children — We Care". The keynote speaker was David A. Cruickshank, Co-editor of *Admittance Restricted: The Child as Citizen of Canada* and professor in the Faculty of Law, University of Calgary.

The theme of the **Alberta Home Economics Association** conference held in Edmonton April 4 - 6 was LIFELINES — Lifeplans, Lifecycles, Lifestyles. The program addressed the following elements of contemporary life: the challenge of change, the potential of home economics to help support life at its best, the many decisions that individuals and families have to make to live satisfactory lifestyles, and the fact that there is no one "standard package" that guarantees effective or satisfactory living. Ruth Fremes co-author of *NutriScore* and author of *The Canadian Women's Almanac,* gave the keynote address, "Get Set, Get Ready, Grow".

During the conference an **Honorary Membership** was awarded by AHEA for the first time. **Ethel Marliss,** a CBC consumer comentator, was the deserving recipient "because of her outstanding contribution in the area of consumer education, and the constant support and acknowledgement she has given to home economists and their professional objectives for over 35 years".

Mrs. Marliss was a charter member of the Women's Regional Advisory Committee to Wartime Prices Board and of the Consumers' Association of Canada. Among many executive positions held, she was national vice-president of CAC and chairman of the *ad hoc* Committee to plan a nation-wide program on the Use and Abuse of Drugs. Her extensive experience provides her with an excellent background for her daily work of CBC consumer commentator.

Also honored was **Dr. Elizabeth Empey.** She was presented with the **AHEA Fellowship Award** for her many contributions to the professions and her outstanding leadership to the Faculty of Home Economics, University of Alberta. Dr. Empey has been a member of numerous professional organizations and has served in varying official capacities. Most recently she has chaired the AHEA Registration Committee. In the past several years, she has devoted much time to chairing a committee of the International Union of Nutritional Sciences. She has also published several research papers and papers on nutritional education. In 1977, the Canadian Dietetic Association honored Dr. Empey by giving her their "Outstanding Achievement Award in Dietetics" and in 1978 she was awarded a Queen's Silver Jubilee Medal.

HIGHLIGHTING OUR 40TH ANNIVERSARY CONTRIBUTORS

The journal committee wishes to share with all CHEA members the enthusiastic feedback it received concerning the anniversary supplement in the spring issue 1979. Therefore it is appropriate in this publication to highlight our generous contributors whose time, interest and dedication to the Canadian Home Economics Association made the historical supplement a reality.

The Past Presidents
Accomplishments of the Past

Gertrude Gerlach
History of Awards and Scholarships

Elizabeth Feniak
Dedication to an Ideal – Our Chartered Members

Edna Park
Archival materials

Nola Wade and Jean Bradshaw
History of the National Office

Letter to the Editor

Please extend my congratulations to all members of the Canadian Home Economics Journal Committee. You have accomplished wonders in the improvement of the format, appearance and contents of the Journal. It is now a truly professional publication. Special congratulations must go to Anne Kernaleguen for the Fortieth Anniversary Supplement. It is most attractive and a real contribution to our historic record.

The advertisements need a special compliment. They are excellent without interfering with the quality of the Journal, in fact they enhance the quality.

Plans for the Newfoundland Conference sound most interesting and I am looking forward to meeting members of your Journal Committee at that time.

Thank you for giving me the opportunity to contribute to this outstanding publication.

Sincerely yours,
Edith C. Simpson

Editor's Note: Dr. Simpson wrote the guest editorial on page 55 of the Spring Issue, Volume 29, No. 2, 1979.

List of Exhibitors

•

The Exhibits Committee is pleased to advise the members of CHEA that the following companies will be among those exhibiting at the 1979 Conference.

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West Bend of Canada	154

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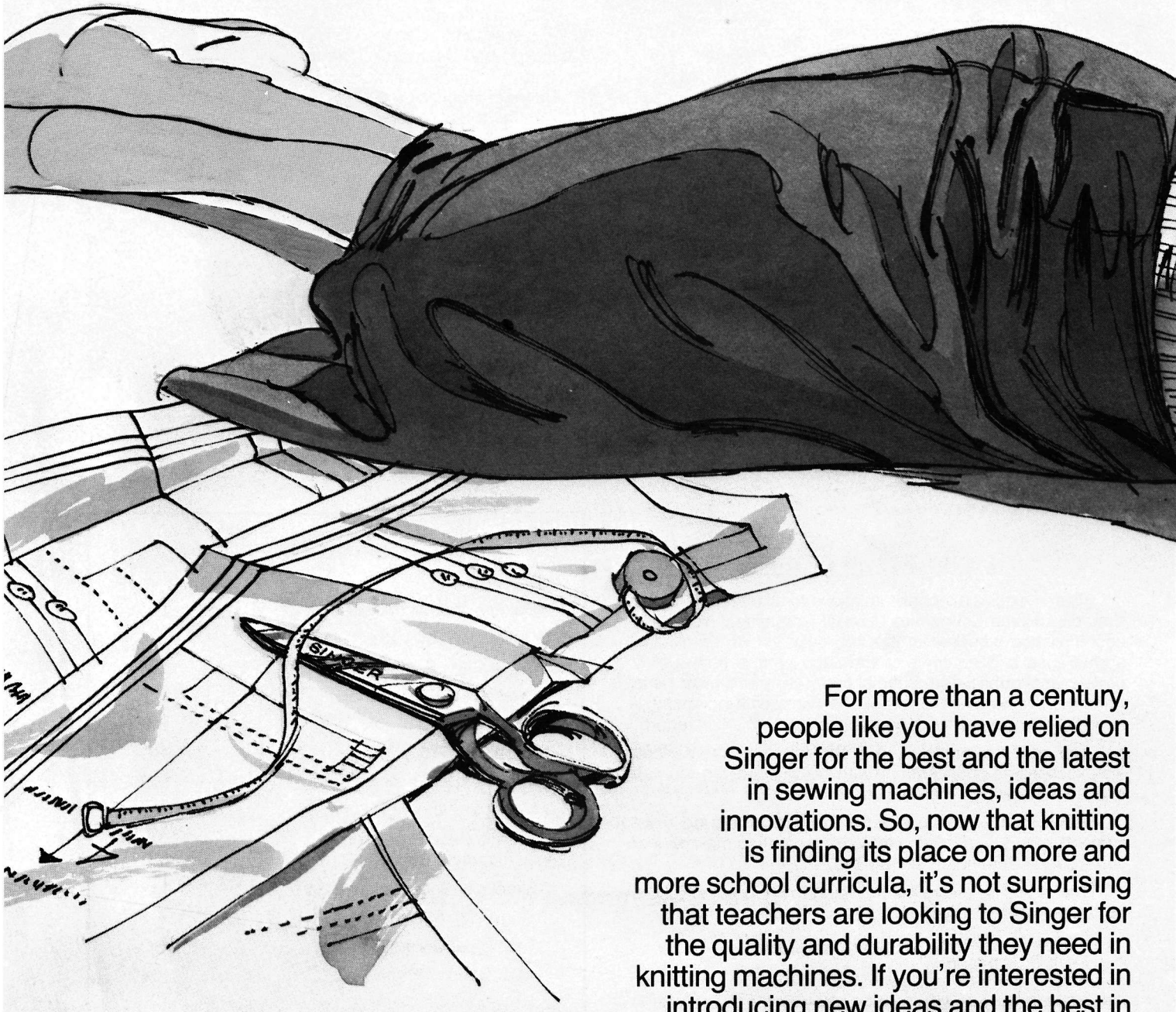

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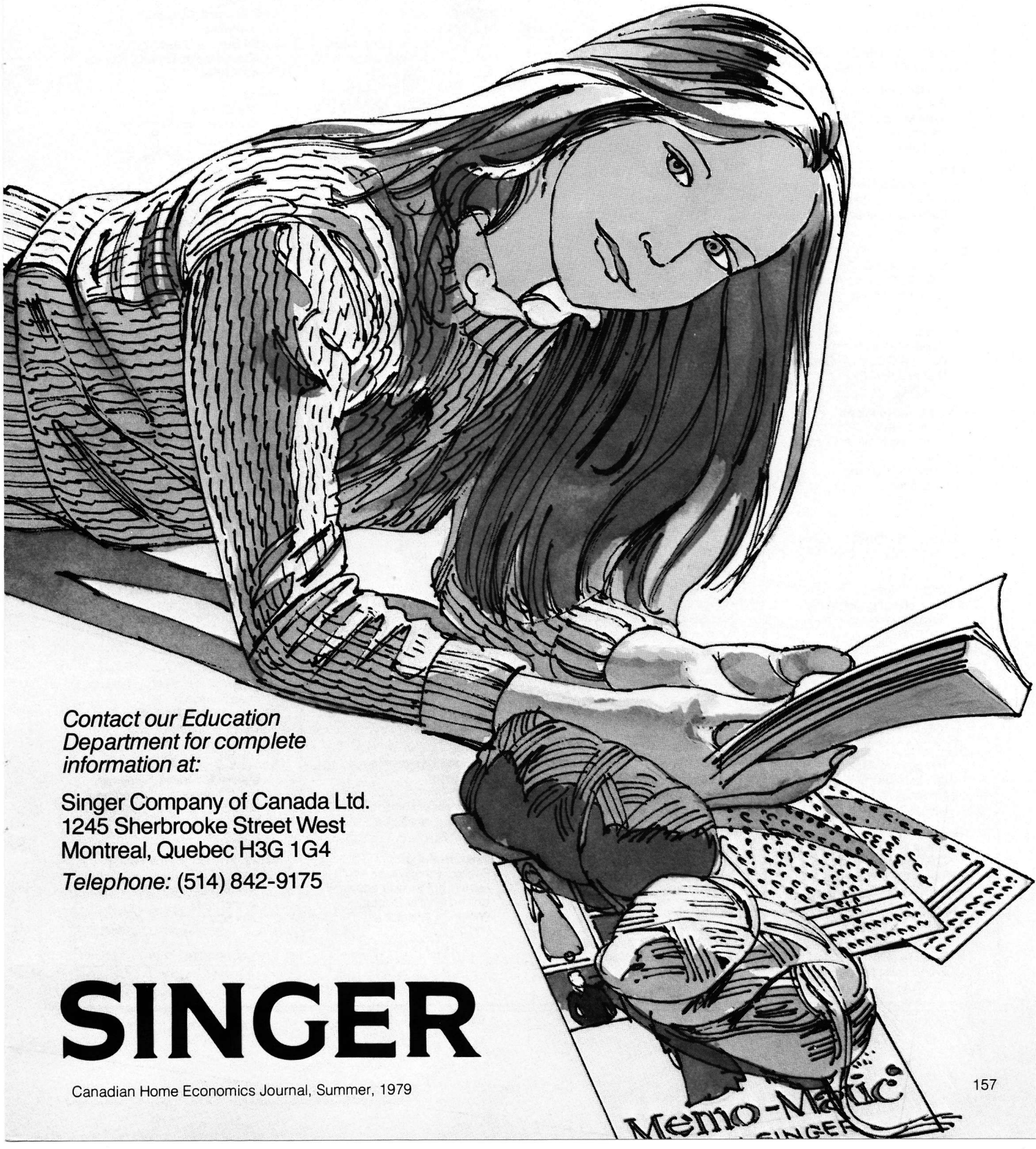

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CANADIAN HOME ECONOMICS ASSOCIATION
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CONDITIONS OF MEMBERSHIP OVER

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE

CONDITIONS OF MEMBERSHIP

Membership Classes

There are five classes of membership: active including life, associate, student, reserve and honorary.

Active Members

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
   a. a degree in Home Economics from a recognized university, or
   b. a degree in a related field from a recognized university and by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.
3. An active member, in recognition of outstanding contribution to the Association over a period of years, may be awarded a special honorary life membership, subject to the approval of the Board of Directors.

Associate Members

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:

a. a Home Economics diploma granted by a recognized college or school of technology after two years of successful study, or
b. a provincial Home Economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study.

Student Members

Student membership shall be granted to a person enrolled in a **full-time** undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the A.C.H.E.S. convention.

Reserve Members

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:

a. graduate students enroled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year May 1 - April 30.
b. home economists employed on an average of less than 10 hours per week
c. retired

Honorary Members

Honorary membership is granted by unanimous vote of the Board of Directors to a non-member who has rendered exceptional service to the field of Home Economics.

FEES — Active and Associate members (annual)	$ 50.00
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Student members (annual)	15.00
Reserve members (annual)	25.00

Membership includes subscription to the Canadian Home Economics Journal published Spring, Summer, Fall, Winter
Membership year — May 1 to April 30

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Finally, the program reviews the evolution taking place in the parenting process. It shows how social changes have increased the role of institutions and non-family members in the rearing of children. And it emphasizes the ways in which all of us play the parenting role whenever we give love and guidance to children.

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The Child

Child Care

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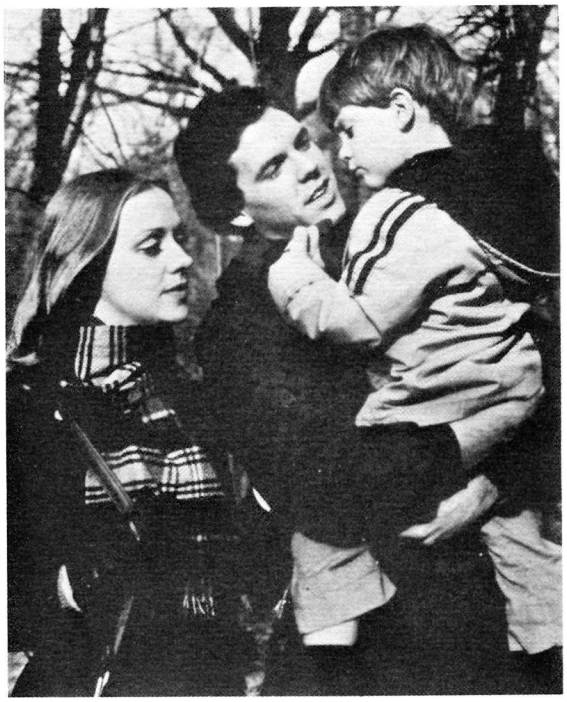

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The Toddler

Age 2-3. At age two, a child crosses the threshold from infancy to childhood. Your students observe how the toddler works towards responsibility and self-reliance, establishing a unique identity. The importance of child's play is emphasized. It is serious business, involving the learning of coordination, balance, manual dexterity, and creativity. In addition, your students will better understand how language develops in children, and with it the child's thought processes.

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Ages 3-5. This program shows how three to five-year olds begin to move away from the home and relate to others in a social environment. Your students watch children express themselves through fantasy play . . . interact with peers . . . learn rules . . . become leaders, followers, even "loners." They observe preschoolers' emotional problems; jealousy of a new brother or sister, romantic attachment to the parent of the opposite sex. And they learn about preschoolers' understanding of time, space, direction, size and shape.

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The School Age Child

Ages 5-10. The period from 5 to 10 is a time of leaving the nest. In this information-packed program, your students discover how five to ten-year-olds stop viewing the world solely from an egocentric viewpoint . . . how they begin to understand casual relationships and extend their experiences . . . how they achieve a balance between the need to cooperate and the need to compete . . . how they stand on the threshold of learning the patterns that lead to adult thought and action.

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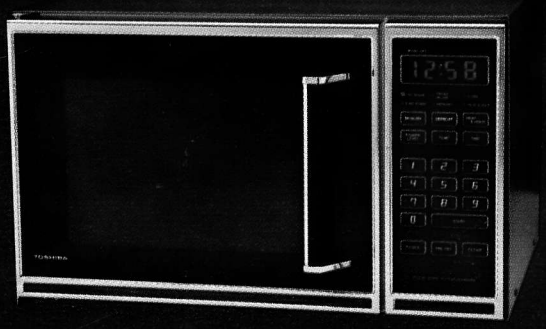

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